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THE BULLETIN
OF
PENNSYLVANIA
COLLEGE FOR
WOMEN

Catalogue Number



Woodland Road
Pittsburgh 32, Pennsylvania

September, 1953

Calendar

1953							1954							1955						
JULY							JANUARY							JULY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3							1	2	3					1
5	6	7	8	9	10	11	3	4	5	6	7	8	9	4	5	6	7	8	9	10
12	13	14	15	16	17	18	10	11	12	13	14	15	16	11	12	13	14	15	16	17
19	20	21	22	23	24	25	17	18	19	20	21	22	23	18	19	20	21	22	23	24
26	27	28	29	30	31		24	25	26	27	28	29	30	25	26	27	28	29	30	31
							31													
AUGUST							FEBRUARY							AUGUST						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1		1	2	3	4	5	6	1	2	3	4	5	6	7
2	3	4	5	6	7	8	7	8	9	10	11	12	13	8	9	10	11	12	13	14
9	10	11	12	13	14	15	14	15	16	17	18	19	20	15	16	17	18	19	20	21
16	17	18	19	20	21	22	21	22	23	24	25	26	27	22	23	24	25	26	27	28
23	24	25	26	27	28	29	28							29	30	31				
30	31																			
SEPTEMBER							MARCH							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3		1	2	3	4	5	6					1	2	3
6	7	8	9	10	11	12	7	8	9	10	11	12	13	5	6	7	8	9	10	11
13	14	15	16	17	18	19	14	15	16	17	18	19	20	12	13	14	15	16	17	18
20	21	22	23	24	25	26	21	22	23	24	25	26	27	19	20	21	22	23	24	25
27	28	29	30				28	29	30	31				26	27	28	29	30		
OCTOBER							APRIL							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2					1	2	3						1	2
4	5	6	7	8	9	10	4	5	6	7	8	9	10	3	4	5	6	7	8	9
11	12	13	14	15	16	17	11	12	13	14	15	16	17	10	11	12	13	14	15	16
18	19	20	21	22	23	24	18	19	20	21	22	23	24	17	18	19	20	21	22	23
25	26	27	28	29	30	31	25	26	27	28	29	30		24	25	26	27	28	29	30
														31						
NOVEMBER							MAY							NOVEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7						1		1	2	3	4	5	6	7
8	9	10	11	12	13	14	2	3	4	5	6	7	8	7	8	9	10	11	12	13
15	16	17	18	19	20	21	9	10	11	12	13	14	15	14	15	16	17	18	19	20
22	23	24	25	26	27	28	16	17	18	19	20	21	22	21	22	23	24	25	26	27
29	30						23	24	25	26	27	28	29	28	29	30				
							30	31												
DECEMBER							JUNE							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3							1						1	2
6	7	8	9	10	11	12	6	7	8	9	10	11	12	5	6	7	8	9	10	11
13	14	15	16	17	18	19	13	14	15	16	17	18	19	12	13	14	15	16	17	18
20	21	22	23	24	25	26	20	21	22	23	24	25	26	19	20	21	22	23	24	25
27	28	29	30	31			27	28	29	30				26	27	28	29	30		

College Calendar

ACADEMIC YEAR 1953-54

Freshman Orientation Program.....Sunday, September 13 through
Thursday, September 17
Registration for all other students...9:00 a.m.—4:00 p.m., Thursday,
September 17
Opening of 83rd Academic YearFriday, September 18
Thanksgiving Holiday4:30 p.m., Wednesday, November 25,
to 8:30 a.m., Monday, November 30
Christmas Recessfrom 4:30 p.m., Friday, December 18,
to 8:30 a.m., Monday, January 4, 1954
Study DayWednesday, January 20
Mid-Year ExaminationsThursday, January 21, through
Thursday, January 28
Second Semester begins8:30 a.m., Monday, February 1
Spring Recess4:30 p.m., Friday, March 19, to
8:30 a.m., Monday, March 29
Easter Weekend4:30 p.m., Wednesday, April 14, to
8:30 a.m., Monday, April 19
Study DayWednesday, May 26
Final ExaminationsThursday, May 27, through Friday,
June 4
Memorial DayMonday, May 31
CommencementMonday, June 7

PROPOSED ACADEMIC CALENDAR—1954-55

Freshman Orientation Program.....September 12 through
September 16
Registration for all other students ..9:00 a.m.—4:00 p.m., Thursday,
September 16
Opening of 84th academic yearFriday, September 17
Thanksgiving Holidayfrom 4:30 p.m., Wednesday,
November 24, to 8:30 a.m.,
Monday, November 29
Christmas Recessfrom 4:30 p.m., Friday, December 17,
to 8:30 a.m., Tuesday, January 4
Study DayThursday, January 20
Mid-Year ExaminationsFriday, January 21, through
Friday, January 28
Second Semester begins8:30 a.m., Monday, January 31
Spring Recess4:30 p.m., Friday, March 26 to
8:30 a.m., Monday, April 11
Final ExaminationsMonday, May 30, through Friday,
June 3
CommencementMonday, June 6

Correspondence

Correspondence regarding the general interests of the College should be addressed to the President of the College.

Inquiries regarding the academic work of students, their withdrawal, scholarships and loan funds should be addressed to the Dean of the College.

Requests for catalogues, inquiries regarding admission to the College and the reservation of rooms in the residence halls should be addressed to the Director of Admissions.

Correspondence relating to business matters should be addressed to the Assistant to the President in Business Management.

Payment of college fees should be sent to the Bursar. Checks should be made payable to Pennsylvania College for Women.

Correspondence relating to the publicity of the college should be addressed to the Assistant to the President in Public Relations.

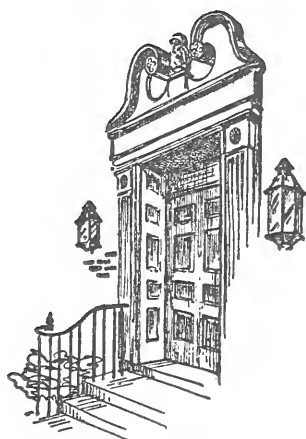
Requests for transcripts of records should be addressed to the Registrar.

Correspondence relating to the alumnae of the College should be addressed to the Secretary of the Alumnae Association.

Those wishing to get in touch with an Alumnae Representative living near their home should consult pages 148 through 152 for the address.

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THE ORGANIZATION

Board of Trustees

OFFICERS

ARTHUR E. BRAUN	President
RALPH W. HARBISON	First Vice President
GEORGE D. LOCKHART	Second Vice President
MRS. ALEXANDER MURDOCK	Secretary
JOHN G. FRAZER, JR.	Assistant Secretary
PEOPLES FIRST NATIONAL BANK AND TRUST CO.	Treasurer

MEMBERS

Term Expires 1954

PAUL R. ANDERSON	MRS. CLIFFORD S. HEINZ
JOHN G. FRAZER, JR.	CHARLES F. LEWIS
A. DOUGLAS HANNAH	MRS. JOHN R. McCUNE

MRS. ALEXANDER MURDOCH

Term Expires 1955

MRS. JAMES A. BELL	GEORGE D. LOCKHART
ARTHUR E. BRAUN	GWILYM A. PRICE
RICHARD McL. HILLMAN	ALEXANDER C. ROBINSON

MISS CATHERINE SAYERS

Term Expires 1956

FREDERICK G. BLACKBURN	RALPH W. HARBISON
MRS. ROBERT D. CAMPBELL	HUGH D. MacBAIN
MISS MABEL LINDSAY GILLESPIE	JAMES E. MacCLOSKEY, JR.

JOHN A. MAYER

Administration

PAUL RUSSELL ANDERSON, A.B., Ph.D., LL.D. President
Ann Loesel, Secretary
Phyllis Perdue, Secretary to the Faculty
LUCILE ANN ALLEN, A.B., A.M., Ed.D. Dean of the College
Nancy K. Cohen, A.B., Secretary
BURT E. ASHMAN, Ph.B. . . . Assistant to the President in charge of
Business Management
DONALD HERZBERG, A.B. . . . Assistant to the President in charge
of Public Relations
GEORGE F. PARKER, B.A., B.D. Chaplain

STUDENT PERSONNEL

BARBARA MORSE, B.S. Assistant Dean and
Faculty Counselor, Woodland Hall
PHYLLIS A. UPHILL, A.B. Assistant Dean and
Faculty Counselor, Fickes Hall
ADELLA S. ANDERSON Social Director and
Faculty Counselor, Mellon Hall
SUZANNE BLACK, A.B. Faculty Counselor,
Beatty Hall

EVALUATION SERVICES

LILY DETCHEN, A.B., A.M., Ph.D. . . Director of Evaluation Services

REGISTRAR

PHYLLIS A. UPHILL, A.B. Assistant Dean and Registrar
Margaret Newmayer, Assistant
Carol Phillips, Assistant

PUBLIC AND ALUMNAE RELATIONS

DONALD HERZBERG, A.B. Assistant to the President
Betsy Lee, A.B., Assistant
MRS. ROBERT D. SWISSHELM Acting Alumnae Secretary

MARGARET LOUISE KRAMER, R.N. Resident Nurse
Bess Cransfield, Assistant

Faculty

- PAUL RUSSELL ANDERSONPresident
A.B., Ohio Wesleyan University; Ph.D., Columbia University; LL.D., Ohio Wesleyan University; LL.D., University of Pittsburgh
- LUCILLE ANN ALLENDean of the College
with rank of Professor
A.B., Trinity College; A.M., Southern Methodist University; Ed.D., Columbia University; University of Chicago; National University of Mexico
- GEORGE F. PARKERChaplain
A.B., Boston University; B.D., Yale University School of Divinity
- MARY HELEN MARKS, A.B., A.M., L.H.D.Dean Emeritus
- CARLL W. DOXSEEEmeritus Professor of English
- LILLIE B. HELDEmeritus Associate Professor of Music
- VANDA E. KERSTEmeritus Professor of Speech
- EFFIE L. WALKEREmeritus Assistant Professor of History
- J. CUTLER ANDREWS (1947)*Professor of History
A.B., Ohio Wesleyan University; A.M., Ph.D., Harvard University
- STEPHEN BORSODY (1948)**Professor of History
Doctor of Laws and Political Sciences, Charles University, Prague; University of Budapest
- BUDDHADEVA BOSE 1953)Visiting Professor of English
A.B., M.A., University of Decca
- HELEN CALKINS (1930)Professor of Mathematics
A.B., Knox College; A.M., Columbia University; Ph.D., Cornell University
- ARTHUR L. DAVIS (1947)Librarian and Professor of German
A.B., Ohio Wesleyan University; A.M., Ph.D., University of Wisconsin; University of Munich; University of Cologne; University of Michigan
- LABERTA DYSART (1926)Professor of History
A.B., University of Nebraska; A.M., Columbia University; University of Michigan
- MABEL A. ELLIOTT (1947) Professor of Sociology
A.B., A.M., Ph.D., Northwestern University; Bryn Mawr College
- EDGAR M. FOLTIN (1949)Professor of Psychology
J.U.Dr., Dr. habil., University of Innsbruck; University of Munich

* Dates in parenthesis indicate date of appointment.

** On leave 1953-54.

- E. HAROLD GEER (1952) Music Consultant and Visiting
Professor
A.B., Mus.D., Doane College; Mus.B., Oberlin Conservatory of Music; A.M.,
Doane College; Student of Widor and Gelage, Paris; student of T. Tertius
Noble; Conservatoire American, Fontainebleau; F.A.G.O., American Guild
of Organists
- JOHANNA HARRIS (1951) Pianist in Residence
and Professor of Music
Graduate of Canadian Conservatory of Music, Ottawa; graduate of Juil-
liard Graduate School of Music. Student of Ernest Hutcheson, Howard
Brockway and Rubin Goldmark
- ROY HARRIS (1951) Composer in Residence
and Professor of Music
Mus.D., Rutgers University; Mus. D., University of Rochester. Student of
Arthur Farwell, Arthur Bliss and Nadia Boulanger
- CHARLES LeCLAIR (1946) Professor of Art
A.B., A.M., University of Wisconsin; Columbia University; Academie Ranson
- FRANK H. MacDOUGALL (1952) .. Visiting Professor of Chemistry
A.B., A.M., Queens University; Ph.D., Leipzig University
- PHYLLIS COOK MARTIN (1935) Professor of Biology
B.S., M.S., University of Pittsburgh; Ph.D., University of Illinois
- TROY WILSON ORGAN (1946) Professor of Philosophy
A.B., Hastings College; B.D., McCormick Theological Seminary; A.M., Ph.D.,
State University of Iowa; University of Hawaii
- ELIZABETH LEE VINCENT (1952) Professor of Human
Development
A.B., A.M., University of Colorado; Ph.D., Columbia University
- EARL K. WALLACE (1925) Professor of Chemistry
B.S., Pennsylvania State College; A.M., Ph.D., Columbia University; Harvard
University; University of Pennsylvania
- RUSSELL G. WICHMANN (1946) Professor of Music
Mus. B., Lawrence College; M.S.M., Union Theological Seminary School of
Sacred Music; Student of Clarence Dickinson, LaVahn Maesch, T. Tertius
Noble; Edwin J. Stingham, Franklin W. Robinson and Marcel Dupre.
- FRANCES ELDREDGE (1953) Associate Professor of English
A.B., Wellesley College; M.A., Tufts College; Radcliffe College; Ph.D.,
University of Chicago
- MILDRED THRONE EVANSON (1945) Associate Professor of
Drama
A.B., A.M., University of Wisconsin

- PHYLLIS MARSHALL FERGUSON (1943) Associate Professor
of Drama
A.B., Emerson College; A.M., University of Pittsburgh, Yale University
- MARGARET FULTON (1953) Associate Professor of Education
A.B., Oberlin College; A.M., D.Ed., Syracuse University
- PEDRO JUAN LABARTHE (1946) . . Associate Professor of Spanish
A.B., A.M., Columbia University; Litt.D., University of Mexico; Sorbonne,
Paris; University of Madrid
- HELENE WELKER (1929) Associate Professor of Music
A.B., Hunter College; graduate, Juilliard School of Music; graduate study
with Ernest Hutcheson, Harold Bauer, and Lazare Levy, Paris
- ROBERT L. ZETLER (1945) Associate Professor of English
A.B., Ph.D., University of Pittsburgh
- GEORGE S. BARBER (1953) Assistant Professor of English
A.B., A.M., Ph.D., Pennsylvania State College
- JANIS STEWART GREENE (1947) Assistant Professor of
Family Living
B.S., Ohio University; M.Ed., University of Pittsburgh
- WILLIAM JOSEPH KEEFE (1952) Assistant Professor of
Political Science
B.S., Illinois State Normal University; A.M., Wayne University; Ph.D.,
Northwestern University
- CHANNING LIEM (1949) Assistant Professor of
Political Science
Union Christian College, Pyong Yang, Korea; B.S., Lafayette College; A.M.,
Ph.D., Princeton University
- PATTI B. McDANIEL (1951) Assistant Professor of Physical
Education
A.B., B.S., A.M., Texas State College for Women
- CATHARINE RHOADS (1953) Assistant Professor of Education
B.S., M.Ed., University of Pittsburgh
- JAMES S. STOREY (1948) Assistant Professor of Art
B.S., B.S. in Art Ed., M.S., University of Wisconsin
- JOHN N. WARD (1949) Assistant Professor of Natural Science
B.S., A.M., University of Minnesota; University of Nebraska
- JEROME S. WENNEKER (1946) Assistant Professor of Drama
A.B., University of Missouri; M.F.A., Yale University
- DORIS-JEANNE ZACK (1953) Assistant Professor of French
A.B., A.M., Hunter College; Ph.D., Columbia University

- RICHARD KARP (1949)Lecturer in Music and Director of
Opera Workshop
Master's Certificate in Music, State Conservatory of Music, Dresden; M.F.A.,
Carnegie Institute of Technology
- ANNA JANE PHILLIPS SHUMAN (1951)Lecturer in English
A.B., Vassar College; B. Litt., Columbia University
- MIHAIL STOLAREVSKY (1948)Lecturer in Music
B.S., Technical University, Coethen, Germany; A.M., Imperial Conservatory,
Kiev, Russia; University of Cincinnati; violin study with Carl Flesch and
Michael Press
- ROBERT B. ANDERSON (1951)Instructor in Music
B.M.E., University of Nebraska; University of California
- SUZANNE BLACK (1953)Instructor in Secretarial Studies
A.A., Stephens College for Women; A.B., DePauw University; Northwestern
University; Columbia University
- JANE DUMOT (1953)Instructor in Chemistry
B.S., Pennsylvania College for Women
- SONIA S. GOLD (1951)Instructor in Economics
A.B., Hunter College; Columbia University; American University
- LLOYD SAXON GRAHAM (1951)Instructor in Sociology
A.B., Amherst College; A.M., Ph.D., Yale University; University of Columbia;
University of Buffalo
- MABEL PATERSON (1953)Instructor in Biology
A.B., Southern Illinois University; M.S., Ph.D., University of Illinois
- BEATRICE BLANE PULGRAM (1953)Instructor in History
A.B., Rockford College; A.M., Cornell University; Ph.D., Radcliffe College
- PATIENCE TANTON (1953)Instructor in Physical Education
B.S., Boston University
- CLIFFORD OLIVER TAYLOR, JR. (1951)Instructor in Music
B.F.A., Carnegie Institute of Technology; A.M., Harvard University

SCHOOL OF NURSING

Allegheny General Hospital

- LOUISE C. ANDERSONPrincipal and Director of Nurses
B.S., Simmons College; R.N., Massachusetts General Hospital
- EMILY BENNETTDirector of Education
B.S., Duquesne University; R.N., Allegheny General Hospital

DIVISIONAL CHAIRMEN 1953-54

- I. ScienceMR. WALLACE
 II. Social RelationshipsMISS DYSART
 III. HumanitiesMR. DAVIS

DEPARTMENTAL CHAIRMEN 1952-53

- ArtMR. LeCLAIR
 BiologyMRS. MARTIN
 ChemistryMR. WALLACE
 DramaMRS. FERGUSON
 EconomicsMRS. GOLD
 EducationMISS FULTON
 EnglishMR. ZETLER
 Family LivingMRS. GREENE
 FrenchMISS ZACK
 GermanMR. DAVIS
 HistoryMR. ANDREWS
 MathematicsMISS CALKINS
 MusicMR. WICHMANN
 Philosophy and ReligionMR. ORGAN
 Physical EducationMISS McDANIEL
 Political ScienceMR. LIEM
 PsychologyMR. FOLTIN
 SociologyMISS ELLIOTT
 SpanishMR. LABARTHE

COURSE CHAIRMEN 1953-54

- ArtsMR. LeCLAIR
 English CompositionMR. ZETLER
 History of Western CivilizationMISS DYSART
 Human Development and BehaviorMRS. MARTIN
 Modern SocietyMISS ELLIOTT
 SpeechMRS. FERGUSON
 Natural Science 1MR. WALLACE
 Natural Science 2MRS. MARTIN
 Natural Science 5-6MR. WARD

Standing Committees

1953-54

COMMITTEE ON ACADEMIC STANDING

The Dean, Mr. Andrews, Miss Detchen, Miss Fowler, Mrs. Martin, Miss Morse, Mr. Storey, Miss Uphill

ADVISORY COMMITTEE

Miss Dysart, Mr. Foltin, Mr. Parker, Mr. Wallace

CURRICULUM COMMITTEE

The President, The Dean, Mr. LeClair (1954), Mr. Taylor (1954), Mr. Ward (1954), Miss Calkins (1955), Mr. Leim (1955), Mr. Zetler (1955), Mr. Andrews (1956), Mr. Graham (1956), Mr. Organ (1956)

TUTORIAL COMMITTEE

The Dean, Mr. Davis, Miss Dysart, Mr. Foltin, Mr. Wallace

LIBRARY COMMITTEE

Mr. Davis, Miss Eldredge, Mr. Keefe, Mr. Organ

COMMITTEE ON ADMISSIONS

The Dean, Miss Davis, Miss Detchen, Miss Fowler, Mrs. Harlan, Mr. Keefe, Mrs. Mulkey, Miss Uphill, Miss Vincent

COLLEGE COUNCIL

Miss Welker (1954), Mrs. Martin (1955), Mr. Ward (1956), Mr. Wenneker (1957), plus students

FACULTY-STUDENT CURRICULUM COMMITTEE

The President, the Dean, Mr. LeClair (1954), Mr. Taylor (1954), Mr. Ward (1954), Miss Calkins (1955), Mr. Liem (1955), Mr. Zetler (1955), Mr. Andrews (1956), Mr. Graham (1956), Mr. Organ (1956), plus students

FACULTY-STUDENT PUBLIC OCCASIONS COMMITTEE

The Dean, Mr. Ashman, Mrs. Evanson, Mrs. Ferguson, Mr. Labarthe, Mr. LeClair, Mr. Wichmann, plus students

FACULTY-STUDENT COMMITTEE ON RELIGIOUS LIFE

Miss Elliott, Mr. Foltin, Mr. Parker, Mr. Wichmann, plus students

FACULTY-STUDENT ASSEMBLY BOARD

Miss Calkins, Mr. Foltin, Miss McDaniel, plus students



THE INSTITUTION

The College

Pennsylvania College for Women was founded in 1869. W. T. Beatty, first pastor of the Shadyside Presbyterian Church, and a group of civic-minded people believed in a college for women which would provide educational opportunities comparable to those offered for men. Pennsylvania College for Women has been from the first a liberal arts college. It is non-sectarian.

Located in the most beautiful residential section of Pittsburgh and with a greatly expanded campus, P.C.W. has all the advantages of a country campus. At the same time, it also has the very great advantage of having access to the theaters, museums and libraries of a great city.

The first students were a group of earnest young women, one hundred and three in number. In the long roster of P.C.W.'s graduates are many women who have been distinguished for leadership in cultural and professional life. The college is recognized by all of the highest accrediting agencies and is on the approved list of the Association of American Universities, the Middle States Association of Colleges and Secondary Schools, Pennsylvania State Department of Education, the American Association of University Women, the New York State Board of Regents, The American Chemical Society, and is a member of the College Entrance Examination Board.

Founded soon after the Civil War, it has lived through three wars, through depressions and periods of expansion. Judged by results of the American Council on Education on Education Psychological Test administered each year, its student body is among the best in the country.

The campus has expanded with the growth of the college and there are now twenty-two buildings and twenty-

seven acres of grounds. The buildings, surrounded by lawns and beautiful trees, follow the contour of two rolling hills. Entering the campus from either Wilkins or Fifth Avenues, one follows gas lighted Woodland Road to "the fork" from which The Chapel spire dominates the landscape. If entering from Fifth Avenue, one turns right up the hill; if from Wilkins Avenue, one makes a sharp left turn.

At the top of the hill on the right is The Chapel which seats eight hundred people and which has a four manual Moeller organ and carillon bells. Before religious services and on numerous occasions, the bells play for a quarter hour. On the ground floor of The Chapel are a large lounge, a meditation chapel, offices and a choir room.

On up the hill and next on the right is the James Laughlin Memorial Library. In the style of Georgian architecture as is The Chapel, the Library is a particularly beautiful and commodious building. In stacks which are easily accessible are more than 45,000 volumes. The reading room, with its wide tables, individual lights and comfortable chairs, is a pleasant place in which to study. The browsing room, with its paneled walls and inviting lounge chairs, tempts one with its rare old volumes as well as with books of contemporary interest and with the latest magazines. On the lower floor are seminar and class rooms.

Continuing to the right of the quadrangle on top of the hill, one comes next to the Louise C. Buhl Hall of Science, which is also of Georgian type architecture. The Science Hall has laboratories for the departments of chemistry, physics, biology and psychology, all of them unusually well equipped with the most modern and complete apparatus. There is also a large lecture hall with facilities for the use of motion pictures and on the lower floor is the science

library which has approximately four thousand science volumes.

Going on around "the quad" one next reaches the first of three new buildings of Georgian type architecture all to be completed in 1953. One first comes to the Cora Helen Coolidge Hall of Humanities, recent gift of the Buhl Foundation. Next is the Laura Falk Hall of Social Studies, the gift of the Maurice & Laura Falk Foundation. Continuing on around the quadrangle, one comes next to the Arthur E. Braun Hall of Administration.

Proceeding down the hill again, one first passes, on the right, Woodland Hall, the largest of six residence halls. In this dormitory are single and double rooms, and also suites of two rooms. Its light and cheerful dining rooms, with many windows overlooking the campus, have small tables. On the second floor is a modern and spacious infirmary, and on the third and fourth floors are several dormitory rooms.

Next comes Coolidge Hall, a smaller dormitory. This hall was named after Cora Helen Coolidge, President of the College from 1922 to 1933. From its wide porch one looks across Woodland Road to the opposite hill where two more dormitories, Fickes and Beatty Halls, are located. These buildings, originally family estates, provide the students who live there with the same homelike atmosphere that pervades all the PCW residence halls.

Construction of an addition to Fickes Hall was completed in September, 1946, making it a modern and attractive dormitory, and providing room for one hundred and five students. Beatty Hall, with its large and sunny rooms and comfortable lounge is equally attractive.

Going on down the hill and to the right at the "fork," or following the winding path across the lawn, one next

comes to the buildings and grounds of the late Andrew W. Mellon, former Secretary of the Treasury. This property was given to the college in 1940 by Mr. and Mrs. Paul Mellon.

A number of upper classmen live in Andrew Mellon Hall, a dignified and spacious residence, surrounded by beautifully landscaped grounds and gardens. The hall has bowling alleys and a superb swimming pool.

Near Andrew Mellon Hall is the Music Center, a smaller building which was a part of the Mellon estate. The Department of Music uses this building, which has a charming and intimate auditorium suitable for student recitals, and studios for private and group lessons.

On south (or up the hill), on West Woodland Road, is the three and one-half acre recreation field and the new Physical Education Building. This building includes a large gymnasium floor, seminar and class rooms and offices. On the recreation field are a regulation hockey field and archery range, and across the road on the Mellon Campus are four new all weather tennis courts, completed in the summer of 1949.

There are facilities for picnics, and in cold weather the "Lodge," with its large living room, open fireplace and modern kitchenette, is an inviting place for informal gatherings.

Toward Wilkins Avenue on Woodland Road is Gregg House, the hospitable home of the president of the college.

Finally going back to the "fork" in the road and toward Fifth Avenue, one reaches Gateway House, at the very end of Woodland Road. Gateway, PCW's most recently acquired residence hall is small but charming. The large and pleasant rooms of this building are decorated in early American style. The building houses the Department of Family living.

Life on the Campus

The educational program at Pennsylvania College for Women is designed to educate its students to assume responsibility to an unusual degree. Both the educational program and the co-curriculum activities of the college encourage a growing freedom accompanied with increased responsibilities.

The classes at P.C.W. are small and instruction is individualized. There is opportunity for seminar discussions and for numerous contacts with members of the faculty. Tutorial projects done at the senior level give students a direct, close association with members of the faculty who give them their cordial interest and cooperation.

Each new student immediately feels that the atmosphere of the college is friendly. The college maintains a thorough advising system for the benefit of students. The entering student is assigned an upperclass student as her student counselor. Each student is assigned an academic adviser who helps her plan her academic program. Faculty counselors in each dormitory are helpful. They meet weekly with their various house councils and house officers to discuss dormitory organization, program, and problems which come up. In addition, the faculty counselors are in a position where they can do much in the area of general counseling and they are able to make referrals of students who are in need of special assistance. When the student becomes a junior, one of the professors in her major field serves as her principal adviser. At all times individual members of the faculty are ready to serve in helpful counseling if the need arises. The faculty advisers and the students themselves work with the Dean who is ready at all times to be of all possible help.

The majority of the students at P.C.W. live in the residence halls on the campus. Some students, however, who live in the city, are permitted to live at home. All students, whether resident or day students, share in every college activity.

It is in the dormitories that much of the social and activity programs of the college go on. House dances are held as well as open houses at various times during the year.

All student organizations have one or more faculty advisers chosen by the students. There are a number of faculty-student committees. One of them, the College Council meets throughout the year to discuss matters pertaining to college policy and make recommendations to both the faculty and student groups.

Each class elects a faculty adviser and the Student Government Association chooses an honorary member from the faculty. Vested in this Student Government Association, within the framework of its educational objectives, is the discipline of the college. Every student is invited as part of her acceptance to the college to be a member. The organization is governed by a board of students elected by the entire student body. The S.G.A. is a part of the total administration plan of the college and as such is responsible for advancing all college programs and events. The Association meets frequently with the Dean to coordinate the planning.

Activities for all students are provided through the Activities Council. Its projects are educational as well as social.

The all-student Athletic Association provides activities such as field hockey, archery, basketball, mushball, badminton, swimming, tennis, bowling, fencing and canoeing.

Arrangements are made for horseback riding and golf in the nearby parks.

The College publications—"The Pennsylvanian," "The Arrow" and "The Minor Bird"—provide an outlet for the writer, the artist, and the student with organizational and business abilities. "The Pennsylvanian" is the college annual, a pictorial and literary summary of student life. "The Arrow" is a weekly newspaper and "The Minor Bird" an annual literary magazine to which all students may contribute.

There are many opportunities for the students with dramatic and musical abilities to exercise their talents. The student interested in dramatics may write, stage, direct a play or take part in its production. Students interested in music outside the classroom find recreation and education in the Chorus and Sinfonietta, both of which groups give their services to church, club and philanthropic organizations in the city. In addition there is the Opera Workshop, which has both summer and winter sessions.

Certain customs have developed through the years into vital traditions. These include Mountain Day in the fall, when the whole college family goes by car and bus to the country—where the college provides a picnic lunch and the students and faculty enter into contests. Then comes the traditional Color Day, when freshman are formally given their colors and for the first time participate in one of the most keenly contested class competitions — the original song contest. From this contest come college songs that last and are preserved in the College Song Book.

Between Thanksgiving and Christmas, carols are sung at assembly, preparatory to the carol singing on Woodland Road, which is one of the most significant of college traditions. When completely sung out, the carollers gather around the roaring fire in Andrew Mellon Hall for hot

chocolate and doughnuts—and another round of music. Parties are also given for settlement children. The Christmas Vesper Service in the form of a cantata on the Sunday before the holidays brings families and friends to the campus, and two and often three performances are given during the afternoon and evening.

Moving Up Day in the spring, the last chapel program of the year, is another much-honored tradition. At this time original farewell songs are sung to the seniors who respond with a song of farewell to the college. Hood and Tassel, the college honorary society, presents its new members to the students, academic and athletic awards are made, and the classes move into the seats of the class above them to the tune of "Where, Oh Where Are the Grand Old Seniors."

The college attempts through its entire program to develop students' particular abilities and interests, to teach them the importance of learning to live together with recognition of the rights of others and to take positions of responsibility and leadership in their own communities. It does not attempt to set them apart, as a college group, but rather to make them conscious of their responsibility to society.

The City

No American city has undergone as dramatic a change in such a short time as has Pittsburgh. Through a happy combination of private and public interest, Pittsburgh has almost overnight become one of the most interesting and progressive cities in the United States.

Over a billion and a half dollars is being spent by industry to modernize the city. Civic and cultural activities have not been allowed to lag.

The Pittsburgh Opera and Symphony are nationally known. Many students take advantage of the opportunity to buy tickets for both at reduced student rates. It is also possible to obtain tickets at reduced rates for the May Beegle series of vocal and instrumental artists and visiting symphonies.

The annual exhibition of pictures at Carnegie Institute, Department of Fine Arts, is a definite influence in the development of artistic appreciation for students at Pennsylvania College for Women. For a month in the fall, more than three hundred distinguished modern paintings are displayed in this exhibit. The history of art becomes much more than an academic review of the past when the student can see in the Exhibit of American Art traditional techniques and modern trends, conventional paintings and abstractions, made vital by the work of masters of contemporary form.

At the Nixon Theater, Broadway plays are produced and hardly a student misses seeing the current shows which often open in Pittsburgh before going to New York.

The Carnegie Library of Pittsburgh is only a short distance from the P.C.W. campus and its large collection

of volumes on every subject is available to P.C.W. students. Because it supplements to a certain extent the libraries of all the colleges in Pittsburgh, Carnegie Library is unusually well provided with books valuable for student research.

In other ways than those already mentioned, the college uses the city as a laboratory. The natural science classes often meet for work at the Buhl Planetarium, an opportunity which few other colleges can offer. Science majors make contact with the laboratories of Mellon Institute—unique in the country for industrial research—and many graduates of P.C.W. are employed there as technologists and assistants. Sociology students work in the city settlement houses, education students do student teaching in the city schools and girls who are preparing to be nurses enroll for the five-year nursing program given in collaboration with Allegheny General Hospital.

In the course of the year many famous lecturers visit Pittsburgh and the college takes advantage of every opportunity to bring them to the campus. Assembly programs are interesting and varied. Ordinarily there is an outside speaker each week, an authority in his field who gives a talk on some one of the important issues of the day. Varying points of view are presented on national and international questions, as well as on matters of artistic, social, religious and scientific importance. The Student Government Association and other organizations also sponsor lectures on various topics. And every year specially chosen speakers—poets, musicians, scientists—visit the college. They lecture to the students, attend classes and have conferences with those who are particularly interested in their fields.

The Faculty

The quality of any educational institution is dependent primarily on the ability and training of the faculty. In this regard P.C.W. is particularly fortunate, for its faculty has been carefully chosen. It consists of men and women who have been educated in the best graduate schools in the United States and other countries. They have had extremely broad experience in and out of their fields and who, therefore, bring to their teaching vitality and broad perspective. Many of them have contributed significantly to research and scholarship. Some have come to education from other fields and bring with them new and keen insights. Some are married women with families of their own, whose professional training enables them to combine a profession with management of their homes. All have been selected for their teaching ability, their personal interests in students and their ability to embody the ideals of the liberally educated person. There is approximately one faculty member for each ten students, assuring the student small average classes and personal attention.

In the belief that students profit greatly from being instructed by and having access to creative artists, P.C.W. has a faculty outstanding for the number of creative artists it contains. Authors, painters, sculptors, musicians, dancers, writers—who continue to do creative work—all of these are found on the permanent teaching staff.

In addition to the artists permanently on the faculty, P.C.W. has established the policy of inviting nationally and internationally known artists to serve in residence. Since the academic year 1951-52, Roy Harris, internationally known composer, and Johanna Harris, accomplished pianist, have served P.C.W. as Composer-in-Residence and Pianist-in-Residence respectively.

The Students

Students at P.C.W. are carefully selected and represent the finest type of college student. Intellectually they rank with the best in the country. They are not an oversophisticated group, but are genuine, helpful and friendly.

In accordance with the college policy, different nationalities are represented in the student body. Currently there are students from Puerto Rico, Korea, Panama, and India.

The student body is free from cliques; it recognizes merit and admires it. A number of girls find it essential to earn part of their college expenses.

The purpose of a college education at P.C.W. is to educate women of all kinds so that they may take responsibility for constructive citizenship. Thus a real homogeneity exists in the student body, not because the students are a "type" but rather because a genuine community of interests exists and a deep consideration for the welfare of the other person prevails.

Special Information

RESIDENCE

Dormitory life is an integral part of the educational program of the college because it offers students practice in the art of living together. Student officers, elected by the students themselves and supported by the students, establish and maintain excellent social conditions in all the dormitories. They cooperate with the faculty counselors and the administration to promote the social and academic interest of the students.

Residence in the dormitories is desirable for all students and is required of those who do not live at home unless other arrangements are specifically made with the Dean. Students may have ten nights a semester away from the dormitory. Such absences should be arranged for weekends unless special permission to be away at another time has been discussed with the Dean.

HEALTH SERVICE

The health of the students is a vital concern. An examination by the student's family physician is part of the admissions procedure. Then, at the beginning of the college year, medical and physical examinations are required of all entering students and all other students (upperclassmen) taking physical education. These examinations are given by the college physician, assisted by the college nurses and a member of the physical education department.

The resident professional nurse has charge of all cases of illness except those of serious or prolonged nature which require the services of a private nurse. When needed, the college physician is called, unless the parents

have expressed a preference for their family physician. The college is so situated in Pittsburgh that the best medical attention is always available.

The health service has new and modern equipment and provides for isolation. Should a student require infirmity care and rest, seven days provision for this are included in the tuition. A nominal charge will be made for each day in excess of seven days. Charges will be made for medicine if a special prescription is required. If the college physician is called, the parent or guardian will receive a statement.

The college has made further provisions for the health of all students by arranging with the Continental Casualty Company for group health and accident insurance. Details of the plan will be mailed by the insurance company after school opens. This insurance is very reasonable and is highly recommended.

ASSEMBLY

The hour from eleven-thirty to twelve-thirty every Tuesday and Thursday is reserved for College assemblies. Students as well as faculty members have an opportunity to participate. Student government, class and smaller committee meetings are held during the assembly periods, and outside speakers are invited. One half hour of the Thursday assembly period is devoted to religious observances.

RELIGIOUS ACTIVITIES

The college has always been non-denominational. Students of all beliefs are welcome in the student body and participate in campus religious activities. Speakers on religious topics are presented at the assembly programs. No regular

religious services are held on the campus on Sunday morning, but students are encouraged to attend the church of their own choice. The college believes that religion is an important factor in human life and desires its students to understand it intelligently and to give appropriate expression to it.

P.C.W. AUDIO VISUAL MATERIALS CENTER

P.C.W. has been furnishing sound motion pictures to schools, colleges and organizations in the eastern United States since 1938. The college has approximately 2000 films which deal with biology, chemistry, English geography, history, music, vocational guidance, and many other subjects. It also has recreational films for use in school assemblies, for P.T.A.'s, school clubs, etc. The films on the campus are immediately available for use in the classroom and many faculty members use them in class instruction.

OPERA WORKSHOP

The P.C.W. Opera Workshop, which began with a six weeks concentrated course in the summer of 1949, continues throughout the academic year. Another six weeks Workshop is planned for the summer of 1954.

The purpose of the Workshop is to offer talented mature singers a course dealing with the singing and acting techniques of the lyric theater. The Workshop is open to any man or woman who can demonstrate satisfactory vocal ability and musicianship.

Classes are given in operatic repertory, dramatics and stage techniques, foreign diction, musical ensemble, stage deportment and make-up, dancing and fencing. Also included are classes in opera conducting and coaching (for pianists), choral conducting and stage directing.

Regular operatic productions are planned and students participate in these according to their individual talents. Public performances include dramatized scenes from operas of the standard repertoire and an entire opera—costumed and staged—given at the end of each session.

On the faculty are experts in the teaching of opera from Pittsburgh and New York. For further information, write to Mr. Richard Karp, Director, for Opera Workshop brochure.

PREPARATION AND GUIDANCE FOR CAREERS

The college has always been interested in careers for women. Many of its graduates have gone on to take advanced work in graduate schools, and many others have taken additional training in professional schools. Recent graduates include doctors, laboratory technicians, newspaper women, social case workers, teachers, nurses, personnel advisers, librarians, fashionists, secretaries, advertising writers, medical technologists and recreational directors.

The college conducts a five-year course in nursing education in cooperation with the Allegheny General Hospital School of Nursing. The student spends two academic years at P.C.W., two full years in residence at the hospital, and a final academic year at the college, in June of which year she receives the degree of Bachelor of Science in Nursing Education. She spends the following three months at the school of nursing; and in September, she takes the State Board Examination to qualify as a Registered Nurse. Graduates of this course all find use for their training that is challenging and highly satisfactory to them as well as of tremendous service to society. They hold supervisory positions in hospitals, teach in schools of nursing, and some have developed programs in public health nursing.

P.C.W. offers a course for the training of teachers for kindergarten and primary school. Graduates of the four-year Kindergarten-Primary School Program receive the B.S. degree and state certification. These courses combine the cultural education of a liberal arts college with the vocational requirements of a profession.

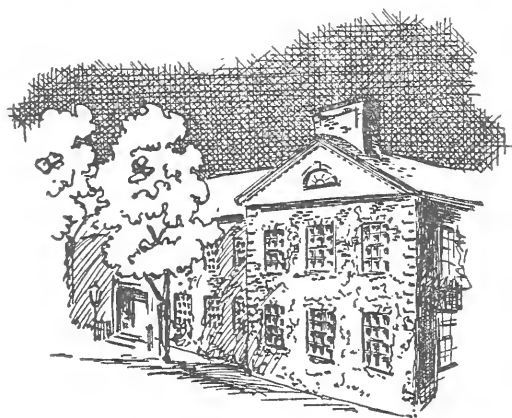
Every woman has a responsibility as cultural leader of her home, her family and her community. She needs the resources of art, music and literature; the social information gained from history, economics and sociology; and the objective habit of thinking which is developed by the study of the sciences.

Within the last decade the problem of combining marriage with career has become increasingly important in the lives of young women. Many college graduates are professionally employed before they marry; many of them find it desirable to continue in such employment after they marry. The problem seems destined to increase in complexity rather than to diminish. Pennsylvania College for Women helps its students meet this problem with mature understanding.

Since the college regards vocational interests as normal and desirable, careful attention is given to vocational guidance. Vocational interest tests are given early in the college course and guidance is given the student in selecting those courses which provide the proper background for specialized work. Discussion leaders representing various professional fields give real help to students.

The college maintains a placement service and contacts are made which result in favorable opportunities for employment. Graduates of previous years are assisted in improving their positions through the recommendation of the college.





THE EDUCATIONAL PROGRAM

The Educational Program

Pennsylvania College for Women, as a college of liberal arts, has from its beginning been concerned with preparing young women to meet the varying circumstances of life with a fund of useful knowledge, with clear and discriminating understanding and with a readiness to adjust quickly and easily. The effectiveness of its graduates as people as well as in varying careers is testimony to the validity of the education they have received.

As conceived at P.C.W., the liberal arts college is to be distinguished from other types of institutions by virtue of its providing an educational program which develops those qualities of mind and emotion necessary for the successful performance of the major functions of life. In this sense, liberal education is general education, for it strives for comprehensive understanding of human life in terms of the social environment and in terms of the laws of the natural world. It attempts to inspire in the student a range of interest, a depth of appreciation and an agility of thought and action needed for living effectively in a democratic society.

The major functions of life fall into three categories. One of these involves the individual discharging with wisdom his obligations to society. Democratic society is dependent for its success upon the existence of an enlightened and responsible citizenry. Enlightenment consists of more than the possession of a certain minimum of factual information about our economic and social life; it involves understanding concepts basic to our own society and to others, both historic and contemporary. Responsibility in turn demands more than passive acquiescence; it requires active participation in the continual progress of our

social order. It is the belief at P.C.W. that participation in collective decisions in college and the acquisition of concrete experience in a metropolitan center such as Pittsburgh are important means by which the knowledge and attitudes necessary to the performance of one's civic obligations can be acquired.

A second major function of life is to enjoy a rich and happy existence. The specific terms in which this happiness is to be found vary from individual to individual, but the need is universal. The meaning of life is essentially to be found in those voluntary interests we acquire and express. It is here that a sense of values is important, since resourcefulness in the use of time makes the difference between a rewarding life and a drab one. A complete education involves challenging the student to a recognition of those latent talents and abilities which provide relaxation and keen enjoyment in leisure hours and also enable one to meet daily obligations responsibly. If there be any truth to the statement that the best test of a person is what he does with his leisure time, then it follows that we should indicate the growth of those sources of the creative impulse which give fullness to life. P.C.W. believes that every student should be encouraged to develop whatever amateur as well as professional talents she possesses, and ample opportunity is given to demonstrate these.

The third of these major functions of life has to do with the attainment of professional proficiency. Pennsylvania College for Women recognizes that careful and adequate education in this area is necessary for everyone. Its program is developed to include education which is basic to nearly all professional occupations. More will be said on this subject in a later section. P.C.W. is unqualifiedly on the side of the broadest and most comprehensive pre-professional education. Although it is possible

to obtain a short and necessarily narrow training for most occupations, we believe that cultural education is practical, and that in the long run the preparation which can be obtained in a few months or a year is not adequate to the demands of contemporary life. Another consideration to be taken into account is that all young people, and particularly young women, should develop real vocational mobility. Most students change professional interests while they are in school and a large number do so after graduation. There is therefore little to be said for too early and too narrow specialization. Furthermore, it is important to recognize that most women still find, and properly so, their careers in the home; education for them, insofar as preparation for a career is concerned, should include training in home management in the broadest sense of the term. It is here that a woman's college such as P.C.W. has a very particular service to perform.

The major functions of life referred to are inter-related. To educate for one is in a sense to educate for all, although hardly to an equal degree. Liberal education, at least as interpreted at P.C.W., has as its goal enrichment of the entire personality, bringing into harmony the basic functions in a significant pattern for the individual. To perform this task well the program is, and must be, adapted to meet the needs of each student. Only in a small college is it possible to give specific attention to the individual. Only there can the most fruitful results of the educational process be achieved.

While the process of education must be individualized, the goals of education are the same for all and much of the content must be identical. The faculty of P.C.W. has given much attention to a consideration of these common goals of liberal education, certain concepts and areas of knowledge

which all educated people should share in common, and requirements have been developed to acquaint the student with significant knowledge in the five following areas:

1. A study of man as a human organism
2. A study of the universe he inhabits
3. A study of his social relationships
4. A study of his aesthetic achievements
5. A study of his attempt to organize his experience

The faculty at PCW regards knowledge as a means to an end. This end is wisdom. Wisdom involves more than an acquaintance with fact: it implies an understanding of and active commitment to certain values basic to our democratic society; attitudes which will lead the individual to act consistently with these values; and the development of certain abilities without which effective action cannot be taken.

VALUES

The values fundamental to democratic society whose validity the student should recognize and act upon are:

1. Each individual should be regarded as an object of dignity.
2. All men should have legal equality and equal opportunity for the development of their individual abilities.
3. It should be recognized that the common good is best served in the long run by the combined wisdom of a majority which respects the rights of the minority.
4. It should be recognized that each individual has a responsibility for participation in and improvement of the organized society in which he lives.

ATTITUDES

Some of the socially constructive attitudes which affirm these values in living are:

1. Consideration for the viewpoints of others, with freedom from racial, religious or other social prejudices.
2. Willingness to apply the standards by which we evaluate others to our own abilities and achievements.
3. Readiness to adapt our ideas and actions to a changing environment.
4. Desire to think in the terms of the ideal, and willingness to take action in support of principle.
5. Concern for the spiritual, intellectual and creative phases of human life.

ABILITIES

The abilities which must be developed to an appropriate level so that democratic values reenforced by socially constructive attitudes may be supported by effective action are:

1. The ability to communicate: This involves reading, writing, listening, and speaking
2. The ability to solve problems: This involves analysis, observation, definition, concentration, selection of information, recognition of assumptions, construction of hypothesis, inference of valid conclusions and the application of conclusions.
3. The ability to express oneself: This involves sensitive insight, imagination, creativity, the projection of ideas and sympathetic understanding.
4. The ability to live with others.
5. The ability to develop a synthesis of knowledge, values, and action; intellectually, emotionally and physically.

It is not of course presumed that all these values, attitudes and abilities are taught in courses or that adequate tests are available by which to judge relative achievement in regard to them. Nevertheless, the faculty believes these to be the marks of the truly cultured person and has developed a program on the campus, the total effect of which curricularly and co-curricularly will go far toward achieving these ends.

The interpretation of liberal education sketched above clearly indicates that the major goals of liberal education are the same for all. This does not mean that all individuals are to be regarded as alike in every respect and hence are to be provided with identical programs. There is, in fact, a sphere of knowledge where a common curriculum is desirable and there is also another sphere where individual differences should determine the direction of course election. Let us call these two spheres basic education and individualized education. Basic education consists of the essential materials which every educated person should master. Individualized education includes that part of a student's program concerned with the needs, professional and avocational, which are peculiarly hers. No curriculum is complete unless it adequately serves in both spheres.

The concept of basic education grows out of the belief that there are particular forms of knowledge equally important for all educated people. The faculty of P.C.W. has concluded that there are five such areas, concerned with human nature, the natural world, the social world, the world of creative activities, and the world of values. Furthermore the faculty maintains that it is not enough that a student should know "something" about each of these areas, but that the truly basic in these areas must be specified and

must become the content of courses. The problem is to select this material carefully and to organize it in acceptable course form.

There are certain other implications of the foregoing interpretation of liberal education which have much to do with the nature of and emphasis in the new curriculum on basic education: basic education should be (1) comprehensive and not merely kaleidoscopic; (2) identical for all since it deals with common needs; (3) directive rather than terminal in emphasis; (4) correlated with specialized interests rather than separated from them; (5) concerned with the development of social consciousness; (6) challenging to the further use of creative talent; and (7) directed toward goals to be achieved rather than a period of time to be served.

It is not the wish of the faculty to require students to "take courses." The important thing is to make certain that the objectives in these areas have been achieved. It is recognized that a few students will have achieved the values, attitudes and abilities in certain areas before entering P.C.W. To provide for such cases the faculty has developed exemption examinations for all the courses in the Basic Curriculum. Any student who passes such an exemption examination will be excused from taking the particular course for which the examination was constructed.

With principles such as these in mind the faculty has attempted to develop a series of required courses which will serve student needs better than the courses formerly offered. The following courses, which were begun with the class entering in the fall of 1946, have become the curriculum of basic education:*

AREA I—MAN

HUMAN DEVELOPMENT AND BEHAVIOR. This is a three-hour course running through the year and will co-ordinate materials concerned with human living. These include certain major concepts in biology, psychology, social anthropology and nutrition which aid in the study of the changing reactions of human beings throughout the life span. The course is designed to give the student a knowledge of the various structures and functions of the body as well as an increased ability to meet the typical problems involved in the social, emotional and intellectual development of the individual.

AREA II—THE UNIVERSE

THE NATURAL WORLD. A one-year course in science, consisting of either N.S. 1-2 or N.S. 5-6 (see page 66 for description of these sequences). Students who plan to major in Biology, Chemistry or in Nursing should plan to take N.S. 1-2. All others may choose either sequence.

AREA III—SOCIAL RELATIONSHIPS

THE HISTORY OF WESTERN CIVILIZATION. This is a four-hour course throughout the year which traces the cultural developments of the western world from the earliest times up to the present. Considerable attention is given to significant developments in the Americas as they form a part of the continuous evolution of western civilization. This course is not a history of western civilization in the conventional sense but rather a course dealing with the problems and achievements of our cultural heritage.

* Further description of these courses is to be found on pages 66-68.

MODERN SOCIETY. This is a three-hour course throughout the year and ordinarily will be taken in the sophomore year. The objective is to provide the student with materials concerning significant social, economic and political problems and institutions and with a method of understanding and analyzing these.

WORLD CULTURE. This is a three-hour course for one semester with the objective of stimulating global thinking and encouraging an understanding of the cultural and political influences on the relations between nations. Particular attention is given currently to Asiatic culture.

AREA IV—AESTHETIC ACHIEVEMENTS

THE ARTS. This is a four-semester course, three hours each semester, correlating work in the visual arts, drama, literature, music and the dance. It should be taken as a sequence ordinarily in the sophomore and junior years. The purpose of the course is to present the several arts as experience in which the student may share not merely passively, but actively and intelligently, through knowing something of forms, functions and media, as well as understanding and enjoying the more significant works of the imagination. Part of the course is a workshop. The student attends approved concerts, plays, lectures, art exhibits, etc., and also participates in the college activities connected with the creative arts.

AREA V—ORGANIZATION OF EXPERIENCE

PHILOSOPHY OF LIFE. This is a three-hour course throughout the year and is ordinarily taken in the senior year. The objective of the course is to provide the student with an

understanding of the world of values and with an opportunity to engage in significant philosophical and religious thinking and discussion.

In addition to the above area courses there are requirements in:

1. ENGLISH COMPOSITION. This is a two-hour course throughout the year and will be correlated with the other courses from which materials will be drawn for practice in the art of writing.

2. EFFECTIVE SPEECH. This is a two-hour course throughout the year and will be correlated with Modern Society from which course discussion materials will be provided as a basis for practice in oral discourse.

3. PHYSICAL EDUCATION. This is a course in sports and the dance. It is required of all freshmen and sophomores.

4. A Moderate Reading Ability in one Foreign Language.

These courses constitute the curriculum of basic education. They total 67 hours or slightly over one half of the requirements for graduation. There is a foreign language requirement, and Mathematics is recommended for every student.

Fulfillment of any one or more of these academic requirements may be achieved by passing exemption examinations in the fields concerned. The faculty does not require students to take work in fields with which they are already sufficiently acquainted, but it will not permit students to graduate without having successfully demonstrated that they have covered the content of the requirements in basic education, essential for every person of true educational stature. Not all of this work will be taken in the first two years but rather it will be spread throughout the four years.

While there will be considerable variation, the ideal plan is to fulfill these requirements in descending scale,

taking four required subjects the first year, three the second, two the third and one the fourth, at the same time that elective work is taken in ascending scale with one elective course in the first year, two in the second, three in the third and four in the fourth.

Basic education and specialized work should both be parts of a continuous process. They should be correlative and not concentrated at any one time as if to indicate that they had no relationship one with the other. Certainly the liberally educated graduate must combine civic, personal and professional interests in a harmonious pattern of living. This being the case, the educational process should be so organized that courses serving these varied needs should be taken concurrently and the student thus acquire in college the habit of living a diversified rather than a narrowly concentrated life. No training is complete which does not include both basic education and individualized education.

Individualization must take three forms: (1) attention to the particular problems of each student in fulfilling the requirements in basic education; (2) provision of an adequate testing and guidance program to assist the student in making decisions and adjustments from the time of admission through to placement after graduation; and (3) development of a sufficiently flexible curriculum to serve occupational and avocational needs.

In regard to the latter, the faculty of P.C.W. believes that every student should achieve occupational competence, whether or not it becomes immediately necessary to earn a living, and also a deep interest in avocational activities. The faculty has therefore determined that approximately one quarter of the four year program shall be devoted to concentration in one or more fields of study, and approximately one quarter shall be devoted to elec-

tive studies which the student pursues of her own free will. Above all other considerations, it is a balance between basic and individualized studies which the faculty believes to be so important in a college of liberal arts.

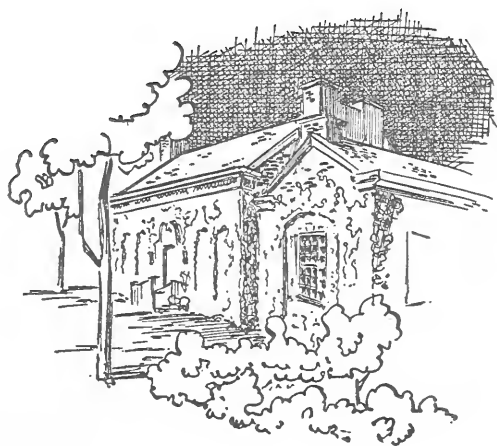
It is necessary for the college student to clarify her aims in order for her to become aware of her particular abilities and know the progress which she is making. In order to make certain that such information becomes available to the student, the college has established an Office of Evaluation Services headed by a full time director. The presence of such a service permits analysis and advice which in the absence of such an office would be impossible.

To fulfill the requirement in concentration, the college offers two choices: a field major and an interdepartmental major. A field major involves advanced work in a specific field such as English or economics. An interdepartmental major involves advanced courses developed around a particular topic such as American civilization, the modern community, comparative literature or several of the sciences. The plan thus provides for the greatest possible leeway in exploring and exploiting special interests within the framework of a liberal arts curriculum. In the senior year each student participates in a six credit hour tutorial involving individual work on a problem in the major field.

It will be readily granted that the success of this or any other curriculum will be determined finally by the quality of teaching. The instructor must be a leader, a stimulating one. He must be an example, an impressive one. But above all, he must be a learner, in advance of his students to be sure, but a person whose own enthusiasm for great thoughts and a rich experience is contagious.

Knowledge of fact is obviously not the sole goal of education. The curriculum is but a composite of materials with

which to deal. Skills acquired, attitudes and beliefs developed and refined—these also are a part of the mortar of life. They can be most effectively learned indirectly. Courses in them are formal and artificial. The realization of their importance on the part of an able faculty will cause them to become basic in every contact inside and outside the classroom. They will be learned not because they are taught as separate disciplines but because they are an integral part of the entire program of the college.



THE COURSE OF STUDY

Requirements for Graduation

The requirements for graduation from Pennsylvania College for Women are:

1. The passing of the following required courses which are to be distributed over the four years.

Human Development and Behavior B1-2 (6 hrs.)

History of Western Civilization B1-2 (8 hrs.)

Modern Society B3-4 (6 hrs.)

World Culture B105 (3 hrs.)

Natural Sciences B1, B2, or B5-6 (8 hrs.)

The Arts B1-2, B101-102 (12 hrs.)

Philosophy of Life B151-152 (6 hrs.)

English Composition B1-2 (4 hrs.)

Effective Speech B1-2 (4 hrs.)

Physical Education B1, B2, B3, B4 (4 hrs.)

2. Moderate reading ability in one foreign language.
3. The completion of an approved major.
4. The completion of a Tutorial in the major field under the individual supervision of the appropriate faculty member.
5. The successful completion of 124 semester hours.
6. Maintenance of a weighted point average of 2.00.

A student will be excused from taking any of the above required courses in which she has established, by passing an exemption examination, that she has attained the objectives of the course.

Majors

FIELD MAJORS

Students meeting the requirements for admission to the junior class are offered major work in the following fields: art, biology, chemistry, drama, economics, English language and literature, family living, French, German, history, mathematics, music, philosophy, political science, psychology, sociology and Spanish—leading to the degree of Bachelor of Arts; biology, chemistry and education—leading to the degree of Bachelor of Science.

Each department lists its major requirements at the beginning of the section presenting its courses. To the general requirements for graduation and the requirements of the department must be added a sufficient number of elective credits to complete the 124 semester hours required for graduation. Students must elect at least 12 semester hours of their major work from courses numbered over 100.

INTERDEPARTMENTAL MAJOR

An Interdepartmental Major is offered for the student who desires as comprehensive a college course as possible. By cutting across departmental lines it makes possible many combinations of courses without a specific major in one field. A student electing this major may combine subjects with reference to individual interests and objectives. Listed below are two examples of an Interdepartmental Major:

AMERICAN CULTURE AND CIVILIZATION	Hrs.
Art 102—Contemporary Art	2
Economics 103—Introduction to Economics	3

English 135-136—American Literature	6
History 161-162—History of the United States	6
History 163-164—Social and Intellectual History of the United States	6
Music 104—Contemporary Music	3
Tutorial	6
	—
	32

SOCIAL SCIENCES

Economics 119-120—History of Economic Philosophy	6
Mathematics 10—Elementary Statistics	3
Political Science 103—Introduction to Govt. & Politics	3
Political Science 111—International Relations	3
Psychology 101—General Psychology	3
Sociology 103—Elements of Sociology	3
Sociology 130—Advanced Social Theory	3
Tutorial	6
	—
	30

Degrees

Satisfactory completion of academic work implies the maintenance of a grade of a certain quality. For the purpose of determining this quality grade, numerical values called "points" are assigned to the grade letters: for grade A in a course, four points are allocated for each semester hour of the course; for grade B, three points; for grade C, two points; for grade D, one point. To be recommended for the bachelor's degree, a student must have a weighted average of 2.00 for her hundred and twenty-four hours of academic work. In general those students who have not at the end of their third year attained this average will be advised not to enter the senior class.

THE DEGREE OF BACHELOR OF ARTS

Students are recommended for the degree of Bachelor of Arts upon satisfactory completion of the requirements for graduation with a major approved for the Bachelor of Arts degree.

THE DEGREE OF BACHELOR OF SCIENCE

Students are recommended for the degree of Bachelor of Science upon the satisfactory completion of a major in chemistry or in biology, in the five-year course in nursing education, in kindergarten education or in elementary teaching education.

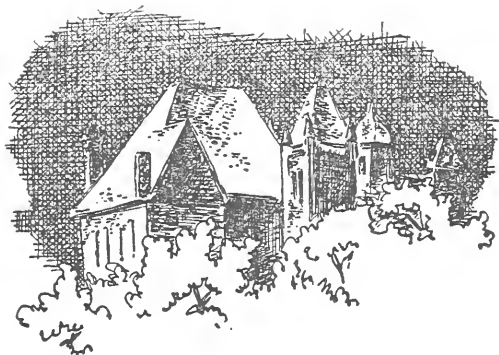
Honors

At a Special Honors Convocation each fall, Honors will be announced for the Senior, Junior and Sophomore classes. This list will consist of those students having a cumulative average of 3.40.

Honors will be granted at graduation as follows:

High Honors: A cumulative average of 3.70.

Honors: A cumulative average of 3.40.



DESCRIPTION OF COURSES

THE P.C.W. CURRICULUM

SENIORS	PHILOSOPHY OF LIFE 6 hours		ELECTIVES			
JUNIORS	WORLD CUL- TURE 3 hours		ARTS 101-102 6 hours		ELECTIVES	
SOPHOMORES	EFFECTIVE SPEECH 4 hours	MODERN SOCIETY 6 hours	ARTS 1-2 6 hours	PHYS- ICAL EDU- CA- TION 2 hours	ELECTIVES	
FRESHMEN	ENGLISH COMPO- SITION 4 hours	HISTORY OF WESTERN CIVILIZATION 8 hours	HUMAN DEVELOPMENT AND BEHAVIOR 6 hours	NATURAL SCIENCE 1-2 or 5-6 8 hours	PHYS- ICAL EDU- CA- TION 2 hours	ELECTIVE

The titles of all courses in the Basic Curriculum are given above. All students take these unless exempted by examination. Elective courses—chosen by the student in terms of her individual vocational and educational interests, aspirations and capacities.

Courses of Instruction

BASIC CURRICULUM

AREA I

HUMAN DEVELOPMENT AND BEHAVIOR B1-2

The origin, maturation, and optimal development of the bodily structures and functions which underlie human behavior. The objective is to enable the student to meet effectively the typical problems involved in one's physical, social, emotional and intellectual development. Each semester (3). Mrs. Martin and Miss Vincent.

AREA II

NATURAL SCIENCES

- B1. MATTER. Observations, hypotheses, theories and laws dealing with the development of modern chemistry. Either semester (4). Mr. Wallace and Miss Dumot.
- B2. LIFE. A study of the important principles of the knowledge of living organisms—their plan of structure, their functions, relationships and adaptations to their living and non-living environment. Either semester (4). Mrs. Martin.
- B5-6. ENERGY. Star galaxies, the Solar System, the planet Earth. Nuclear, atomic, and mechanical energy systems. Actions and effects of the physical environment on life. Each semester (4). Mr. Ward.

AREA III

SOCIAL RELATIONSHIPS

B1-2. HISTORY OF WESTERN CIVILIZATION. A cultural history including the most essential factors in the rise of western civilization, its Judaic-Christian and Graeco-Roman origins, the mediaeval synthesis, the development of modern European civilization and its expansion to the present day. It includes significant developments in the Americas as they form a part of the continuous evolution of western civilization. Each semester (4). Miss Dysart, Mrs. Pulgram and Mr. Andrews.

B101-102. MODERN SOCIETY. The organization and functioning of modern society. The interrelated and complex characters of the established patterns and social behavior as they occur in folkways, mores, customs and institutions. Social change and institutional resistance. Institutional reorganization and reform. Each semester (3). Miss Elliott, Mr. Keefe and Mr. Graham.

B105. WORLD CULTURE. A three-hour course for one semester with the objective of stimulating global thinking and encouraging an understanding of the cultural and political influences on the relations between nations. Particular attention is given currently to Asiatic culture. Either semester (3). Mr. Liem.

AREA IV

AESTHETIC ACHIEVEMENTS

THE ARTS. A four-semester course, correlating work in the visual arts, drama, literature, music and the dance. To be taken as a sequence ordinarily in the sophomore-junior years. One lecture and two seminars each week. Each semester (3).

B1-2. THE ARTS.

First semester: Form, function and materials of the Arts.

Second semester: The heritage of the Arts.

Mr. Barber, Mr. LeClair, Mr. Taylor, Mr. Wenneker.

B101-102. THE ARTS.

First semester: Romanticism and Realism.

Second semester: Styles and criticism in modern art.

Miss Eldredge, Mr. Storey, Mr. Taylor and Mr. Wenneker.

A workshop is correlated with each year of the course. Students attend approved concerts, plays, art exhibits, lectures, etc., and read from an approved list of modern books. Evaluation of the student's achievement in the course is based on workshop experience, including participation in college activities connected with the creative arts, as well as on examinations and work in seminars. Workshop reports should represent participation in each of the arts each semester.

AREA V

ORGANIZATION OF EXPERIENCE

B151-152. PHILOSOPHY OF LIFE. A study of philosophical and religious points of view designed to guide the student in the formation of a consistent, comprehensive and workable philosophy of life. Open to seniors and to juniors with special permission. Each semester (3). Mr. Organ.

In addition the following is required:

A moderate reading ability in a foreign language.

B1-2. ENGLISH COMPOSITION. The course is primarily concerned with exposition. Its purpose is to teach students to think clearly and to write correctly. Since the skills which pertain to writing are essential to every course in college, the student is given direct practice with material from other courses, specifically in collaboration with history B1-2. Each semester (2) Mr. Zetler.

B1-2. EFFECTIVE SPEECH. A general introductory course designed to train the student to achieve a natural, effective manner of speaking. Offered as a correlated course with Modern Society. (Required in the sophomore year.) Each semester (2). Mrs. Ferguson, Mrs. Evanson and Mr. Wenneker.

B1, B2, B3, B4. PHYSICAL EDUCATION. SPORTS AND DANCE. On the basis of the student's ability, physical condition and past experiences, classes are formed to provide for the development of skill and for recreational value in each activity taken throughout the year. Each semester (1). Miss McDaniel and Miss Tanton.

DEPARTMENTS OF INSTRUCTION

The departments of instruction are arranged in alphabetical order of their titles. Courses numbered under 100 are open to freshmen. Courses numbered 100 or above are upper-class courses.

Courses listed with two numbers—as English B1-2, history B1-2—are year courses, and credit is not given for one semester of such courses except with special permission of the Dean and the instructor.

The college reserves the right to withdraw any course which is not elected by at least six students.

Graduation credits are indicated in terms of semester hours for each course listed in this section.

The letter B preceding a course, indicates a course in the basic curriculum.

A tutorial in her major is required of each student.

Unless otherwise designated, courses are given every year.

It should be noted that certain courses may not be taken unless a prerequisite course has first been fulfilled. In some instances, prerequisites may be fulfilled by examination.

ART

Professor LeClair, Assistant Professor Storey

Students majoring in art will be expected to take 30 hours of studio work in art including art 1-2, 3-4, 5-6, 111, 115, and 203-204. In addition 4 hours of art history are required (art 101 and 102). Courses in art may be taken in any

sequence, but it is expected that students majoring in art will complete art 1 through 6 before going on to advanced work.

1-2. **DRAWING.** The fundamentals of figure and object drawing. Contour, movement, form, and expressive qualities are emphasized. Problems in perspective. Pen and ink, pencil, chalk, crayon, brush and ink, and other media are used. Each semester (2). Mr. Storey.

3-4. **OIL PAINTING.** Oil painting from still-life, landscape and the figure. Creative experimentation is encouraged and at the same time the disciplines of pictorial composition are emphasized. Each semester (3). Mr. LeClair.

5-6. **DESIGN.** Functional design utilizing modern concepts and techniques. Color theory. Three-dimensional work in clay and construction in plastics, paper and wood. Fabric design. Each semester (3). Mr. Storey. Given 1954-55.

101. **HISTORY OF ART.** Consideration of Ancient, Mediaeval and Renaissance art forms. Illustrated lectures, discussion, readings, visits to art galleries. Prerequisite: the Arts B1-2. First semester (2). Mr. Storey. Given 1953-54.

102. **CONTEMPORARY ART.** Emphasis on architecture, painting and sculpture of the twentieth century with attention to nineteenth century backgrounds. Illustrated lectures, discussion, readings, visits to art galleries. Prerequisite: the Arts B1-2. Second semester (2). Mr. Storey. Given 1953-54.

111. **SCULPTURE.** A studio course in the fundamentals of sculptural design. The processes of modelling, casting and carving are considered. Work in a wide range of materials is encouraged—clay, plaster, stone, lead, various woods, etc. First semester (3). Mr. Storey. Given 1953-54.

114. **WATERCOLOR.** Creative composition in watercolor. Landscape and interior sketching, and work from the model. After basic training in direct watercolor technique, the student is encouraged to develop a personal, experimental approach to the medium. Second semester (3). Mr. LeClair. Given 1953-54.

115. COMPOSITION. Pictorial design taught with emphasis on formal discipline and creative expression. Problems are related to the arts course in that the student studies the principles of classicism, romanticism, realism, impressionism and cubism. Casein, egg-tempera and encaustic are used. Prerequisite: Art 3-4. Second semester (3). Given 1954-55.

117. CERAMICS. Introduction to the art of ceramics. Coil, slab and mold methods of pottery making; glazing and under-glaze painting; biscuit and gloss firing; application of designs and textures to pottery. Craftsmanship and imaginative investigation of materials are encouraged. First semester (3). Given 1954-55.

121. COSTUME DESIGN AND ILLUSTRATION. Sketching from the costumed model. Students may elect to do laboratory problems in the field of costume design for the theatre or in fashion illustration for newspaper and magazine. Students may also elect to do three hours work in the studio or to do two hours in the studio and one hour in practical work on drama productions. First semester (3). Mr. LeClair. Given 1953-54.

123. ADVERTISING ART. Consideration of layout, lettering and illustration for poster, pamphlet, magazine and newspaper. Problems in connection with student publications, exhibits and other campus activities are encouraged. First semester (3). Mr. Storey. Given 1953-54.

125-126. ADVANCED PROBLEMS IN ART. Individual instruction in advanced projects. Prerequisite: completion of the Art courses required for a major, and permission of the department head. Hours and credits to be arranged. Each semester. Art Faculty.

203-204. TUTORIAL. Each semester (3). Art Faculty.

BIOLOGY

Professor Martin, Miss Paterson

Students majoring in biology will be expected to take natural science B1-2, and twenty-six hours of biology in-

cluding six hours of tutorial. Another laboratory science, languages and mathematics are highly recommended.

B1-2. NATURAL SCIENCE. See Basic Curriculum, page 66.

7. INVERTEBRATE ZOOLOGY. A study of the taxonomy, life cycles and habitats of the invertebrate animals. Prerequisite: natural science B1-2. Two lectures and four hours of laboratory. Second semester (4). Given 1954-55.

8. COMPARATIVE VERTEBRATE ANATOMY. A comparative study of the various groups of vertebrates with references to evolutionary relationships among them. Prerequisite: natural science B1-2. Two lectures and four hours of laboratory. Second semester (4). Given 1954-55.

10. PLANT SCIENCE. A general study of the plant kingdom of the past and present. Prerequisite: natural science B1-2. Two lectures and four hours of laboratory. First semester (4). Mrs. Martin. Given 1953-54.

101. GENERAL BACTERIOLOGY. The study of fundamental characteristics of bacteria and related micro-organisms including taxonomy, distribution and importance to man. Prerequisite: Natural Science B1-2. Two lectures and four hours of laboratory. First semester (4). Miss Paterson.

102. GENERAL BACTERIOLOGY. Further study of aerobic and anaerobic bacteria, fungi, viruses and laboratory techniques. Two lectures and four hours of laboratory each week. Second semester (4). Miss Paterson. Given 1953-54.

107. HISTOLOGY AND MICROTECHNIQUE. The study of animal tissues in lecture, and emphasis on the preparation of tissue sections in laboratory. Prerequisite: Natural Science B2; Biology 8 recommended. Two lectures and optional four hours of laboratory. First semester. (2) or (4). Miss Paterson. Given 1953-54.

109. HEREDITY. A study of the principles and cytological mechanisms of inheritance in plants and animals. Prerequisite: Natural Science B1-2. Two lectures and optional four hours of laboratory. Second semester (2) or (4). Miss Paterson. Given 1954-55.

110. VERTEBRATE EMBRYOLOGY. Prerequisite: Natural Science B1-2, Biology 8 recommended. Two lectures and four hours of laboratory. First semester (4). Mrs. Martin. Given 1954-55.

111. EDUCATION CONCERNING MARRIAGE. Three discussions each week. Second semester (3). Mrs. Martin.

114. PHYSIOLOGY. A study of the functions of tissues and systems in man. Prerequisite: Natural Science B1-2. Two lectures and four hours of laboratory. Second semester (4). Miss Paterson. Given 1953-54.

201-202. TUTORIAL. Required of juniors majoring in biology. Library training in preparation for biology 203-204. Each semester (1). Biology Faculty.

203-204. TUTORIAL. Each semester (2). Biology Faculty.

CHEMISTRY

Professor Wallace, Visiting Professor MacDougall and Miss Dumot

Candidates for the A.B. degree in chemistry will take Natural Science B1, Chemistry 2, 103, 104, 105, 106, either 107 or 108 or 109-110, 201-202 and 203-204 together with courses from other departments in fulfillment of the general requirements of graduation. Additional required courses are dependent on the particular field which the candidate wishes to enter. They are as follows:

- (a) Graduate study: chemistry 107, 109, 110, physics, biology, two years of mathematics, German and French.
- (b) Industrial laboratory work: chemistry 107, 108, 109, 110, physics and mathematics.
- (c) Health and medical laboratory work: chemistry 107, 108, Natural Science B1-2 bacteriology and histology.
- (d) Chemical library work: mathematics, economics, English composition, and German and French.

Candidates for the B.S. degree in chemistry will take five one-year courses in chemistry, plus Chemistry 201-202 and 203-204; Physics, and Mathematics through calculus. They are also required to have a reading knowledge of German.

B1-2. NATURAL SCIENCE. See Basic Curriculum, page 66.

2. INORGANIC CHEMISTRY. A detailed study of the metallic and non-metallic elements and their compounds including theory involved. Two lectures, one recitation, and one two-hour laboratory period per week. Prerequisite: Natural Science B1-2. Second semester (3). Mr. Wallace.

103. QUALITATIVE ANALYSIS. Theory and laboratory practice involving the separation and identification of anions and cations. Prerequisite: chemistry 2. Two lectures, one recitation, and six hours of laboratory per week. First semester (4). Mr. Wallace.

104. QUANTITATIVE ANALYSIS. The theory and practice of gravimetric and volumetric analysis including precipitation, acidimetry, alkalimetry and oxidation-reduction determinations. Prerequisite: Chemistry 2. Two lectures, one recitation, and six hours of laboratory. Second semester (4). Mr. MacDougall.

105. ORGANIC CHEMISTRY. A study of the preparations, reactions, and properties of the classes of aliphatic and aromatic compounds. Laboratory work: preparations and tests of organic compounds. Prerequisite: Natural Science B1-2, Chemistry 2. Two lectures, one recitation, and five hours of laboratory. First semester (4). Mr. Wallace.

106. ORGANIC CHEMISTRY. Extensive comparison and contrast between aliphatic and aromatic compounds. Laboratory work: organic preparations and qualitative analysis of organic compounds and mixtures. Prerequisite: chemistry 105. Two lectures, one recitation, and five hours of laboratory. Second semester (4). Mr. Wallace.

107. ADVANCED QUANTITATIVE ANALYSIS. Chemistry of foods and food products. Analyses of carbohydrates, fats, proteins, etc., in raw and manufactured products. Prerequisite: chemistry 104 and 106. Two lectures, and eight hours of laboratory. First semester (4). Mr. Wallace and Miss Dumot.

108. BIOCHEMISTRY. Study of carbohydrates, fats, proteins, and of animal metabolism including the analysis of body fluids, tissues and catabolic products. Prerequisite: Chemistry 104 and 106. Two lectures, one recitation, and six hours of laboratory. Second semester (4). Mr. Wallace and Miss Dumot.

109-110. PHYSICAL CHEMISTRY. Properties of gases, liquids, solids and solutions; thermochemistry; chemical kinetics; electro chemistry and atomic theory. Prerequisite: Chemistry 104 and Physics 4, and calculus. Two lectures, one recitation and six hours of laboratory. Each semester (4). Mr. MacDougall.

201-202. TUTORIAL. Required of juniors majoring in chemistry. Chemical library training in preparation for chemistry 203-204. Each semester (1). Chemistry Faculty.

203-204. TUTORIAL. Each semester (2). Chemistry Faculty.

DRAMA

Students majoring in Drama are expected to take a minimum of twenty-four semester hours in the department and the tutorial in Drama. Drama 1-2 is not to be considered part of the major.

DRAMA 1-2. See Effective Speech B1-2 under Basic Curriculum.

DRAMA 3-4. FUNDAMENTALS OF DRAMA. This course is oriented toward the general student who wishes a cultural background in the literature of drama through emphasis on the nature of the play as a reflection of national culture. Tickets to assigned professional and non-professional plays will be furnished to students, and attendance both at the performance and the following discussions is an integral part of the course. Two lectures, two hours of Drama Workshop. (Open to first year students.) Each semester (3). Mrs. Ferguson.

DRAMA 5-6. FUNDAMENTALS OF ACTING. A study and presentation of selected scenes from dramatic literature illustrating the important styles in development from classical to contemporary times. Emphasis on character delineation as it relates to the dynamics of the play. Attention given to physical movement as it affects individual poise. Two lectures, two hours of Drama Workshop. (Open to first year students.) Each semester (3). Mrs. Evan-son.

DRAMA 101-102. FUNDAMENTALS OF DIRECTING. A course in the non-technical elements of production. The organization, selec-tion, casting, directing and presentation of scenes and plays pri-marily designed for the college community. This course will equip students of elementary directing of untrained groups in church organizations, schools, settlement houses, summer camps and so forth, and for participation in advanced theater organizations. Two hours lecture, two hours Drama Workshop. Each semester (3). Mr. Wenneker.

DRAMA 103-104. FUNDAMENTALS OF DRAMATIC CRITICISM. A course in the theory, practice and history of criticism as it re-lates to the literature of the drama. Second semester emphasis is upon contemporary and current drama. Tickets to assigned profes-sional and non-professional productions will be furnished. Each se-mester (3). Mrs. Ferguson. Given 1954-55.

DRAMA 105. INDIVIDUAL COMMUNICATION. A course de-signed to improve the student's own speech, to help her recognize speech problems and to understand the functional aspects of these problems. Students with minor speech problems receive practical, individually directed aid. First semester (3). Mrs. Evan-son.

DRAMA 106. GROUP COMMUNICATION. An advanced course in community discussion aimed to develop the individual into a participating, purposeful, responsible member of the group. Targets of opportunity considered as they arise. The technique of amplified telephone interview will be used. Community leaders and students from other colleges to be invited to the campus for discussion parti-cipating. Second semester (3). Mr. Wenneker.

DRAMA.203-204. TUTORIAL. Each semester (3). Drama Faculty.

ECONOMICS

Mrs. Gold

Students majoring in economics will take economics 103, 104, 109, 111-112, 114, 119-120, and 203-204. Mathematics 10 is recommended. Courses in other fields will be chosen according to the candidate's special interests after consultation with the chairman of the department.

103. INTRODUCTION TO ECONOMICS. A study of the development and characteristics of the modern economic system. An analysis of significant concepts and of the principles influencing production, price determination, consumption and distribution. First semester (3).

105. ECONOMICS FOR CONSUMERS. The role of the consumer in the modern economic society. Attention is given to the influence of population trends and shifts, distribution of national wealth and income, growth of monopoly, advertising, installment selling, co-operative movement, investments, insurance, and other forces upon consumer behavior. Second semester (3). Given 1953-54.

109. MONEY AND BANKING. The growth of the banking system with special attention to the policies and techniques of the Federal Reserve System. A survey of foreign banking systems. Special attention is given to the relation between the policies and operations of the banking system and economic stability. Prerequisite: Economics 103. First semester (3). Given 1954-55.

111. MANPOWER ECONOMICS. A study of the labor supply and its relation to the Economy. First semester (3). Given 1954-55.

114. INTERNATIONAL ECONOMICS. The struggle for raw materials and markets, the use of tariffs and subsidies, the role of foreign exchange control, the influence of commodity and capital movements, and the history of commercial policy. Second semester (3). Given 1954-55.

119-120. HISTORY OF ECONOMIC PHILOSOPHY. The evolution of economic philosophies, an analysis of leading historical and current philosophies, and a study of their possible effects upon the economic system. Prerequisite: Economics 103. Each semester (3). Given 1953-54.

203-204. TUTORIAL. Each semester (3).

EDUCATION

Associate Professor Fulton, Assistant Professor Rhoads

REQUIREMENTS FOR RECOMMENDATIONS FOR STATE CERTIFICATION IN TEACHING

Students are recommended to any state for secondary school certification when they satisfactorily complete the specific requirements of that state, with all requirements for the bachelor's degree. Students are recommended for certification for elementary school teaching when they have completed the elementary curriculum of the college and satisfied the requirements for the bachelor's degree and are recommended for certification on the kindergarten-primary level when they have completed the kindergarten-primary curriculum of the college and have satisfied the requirements for the bachelor's degree.

In Pennsylvania the minimum education requirements for the college provisional certificate for secondary school teaching are eighteen semester hours including education 161-162, 164, and 171 and 172. In addition it is necessary to have completed at least eighteen semester hours in each subject in which the student wishes to be certified to teach. United States history with emphasis on the history of Pennsylvania (History 161-162) is required for all teachers in the public schools of the state. This requirement is in addition to the other requirements.

Students preparing to teach on the elementary level are required to take Education 161-162, 165-166, 169, 170, 173 and 174. In addition they must take History 161-162 (American history with special reference to Pennsylvania history) and possess or acquire an elementary skill in piano.

Students preparing to teach in the kindergarten-primary level are required to take Education 161-162, 167-168, 169, 170, 175 and 176. In addition they must take History 161-162 (American history with special reference to Pennsylvania history) and possess or acquire an elementary skill in piano.

Attention of graduates is called to the Placement Service, Teacher Bureau, of the Department of Public Instruction, Harrisburg. No enrollment fee is required and no charge is made for service rendered by the bureau. Blank forms for enrollment and circulars containing full particulars with regard to the work of the bureau may be obtained by addressing the Assistant Director, Teacher Bureau, Department of Public Instruction, Harrisburg, Pennsylvania.

The college endeavors to assist in locating available positions for those members of the graduating class who receive the teaching certificate. School administrators desiring teachers should contact either the members of the education department or the college Placement Bureau.

161-162. THE TEACHING ENTERPRISE. This is a course designed for all students who are preparing to teach. It will cover orientation to the profession and deal particularly thoroughly with the process of growth.

This course is designed to cover materials ordinarily offered in courses in Introduction to Teaching and Educational Psychology as well as other materials intended to provide a basic foundation for understanding the place, function and procedures of education, social, legal, structural. Each semester (3). Miss Fulton.

164. GENERAL AND SPECIFIC TEACHING METHODS ON THE SECONDARY LEVEL. This course is designed to cover materials ordinarily offered in courses in Secondary Education, Principles and Methods of Teaching, and such other material (including audio-visual aids) as may provide a well-rounded preparation for student teaching in the various fields. Second semester (3). Miss Fulton.

165-166. GENERAL AND SPECIFIC TEACHING METHODS ON THE ELEMENTARY LEVEL. This course is designed to cover materials offered in conventional courses in Principles of Elementary Education and Methods of Elementary Education. It includes preparation for the teaching of English, Reading, Arithmetic, Health, Science, Geography and Social Studies, including the application of audio-visual aids. Specialists in various fields will be called in as needed. First semester (3) and second semester (6). Miss Rhoads.

167-168. GENERAL AND SPECIFIC TEACHING METHODS ON THE KINDERGARTEN-PRIMARY LEVEL. This course is designed to cover materials offered in conventional courses in Kindergarten-Primary Theory. It also includes applied methods in Health, Science, Social Studies, Arithmetic and Reading including the use of audio-visual aids. Specialists in various fields will be called in as needed. First semester (3) and second semester (6). Miss Rhoads.

169. MUSIC EDUCATION. This is a course in aims and objectives, principles, methods and materials in the teaching of music in the elementary and primary grades. First semester (3). Miss Rhoads.

170. ART EDUCATION. This is a course in aims and objectives, principles, methods and materials in the teaching of art in the elementary and primary grades. Second semester (3). Mr. Storey.

171. SECONDARY SCHOOL OBSERVATION AND STUDENT TEACHING. This course consists of planned sequential observations and teaching in a public school under the guidance of an experienced critic teacher and the staff of the education department. Frequent conferences and critiques. First semester (6). Miss Fulton.

172. SEMINAR FOR SECONDARY SCHOOL TEACHERS. This is a seminar for the analysis and discussion of problems of teaching approached historically, philosophically and through practical observation. Second semester (3). Miss Rhoads.

173. ELEMENTARY SCHOOL OBSERVATION AND STUDENT TEACHING. This course consists of planned sequential observations and teaching in a public school under the guidance of an experienced critic teacher and the staff of the education department. Frequent conferences and critiques. First semester (9). Miss Rhoads.

174. SEMINAR FOR ELEMENTARY TEACHERS. This is a seminar for the analysis and discussion of problems of teaching approached historically, philosophically and through practical observation. Second semester (3). Miss Rhoads.

175. KINDERGARTEN-PRIMARY OBSERVATION AND STUDENT TEACHING. This course consists of planned sequential observation and teaching in a public school under the guidance of an experienced critic teacher and the staff of the education department. Frequent conferences and critiques. First semester (9). Miss Rhoads.

176. SEMINAR FOR KINDERGARTEN-PRIMARY TEACHERS. This is a seminar for the analysis and discussion of problems of teaching approached historically, philosophically and through practical observation. Second semester (3). Miss Rhoads.

ENGLISH

Visiting Professor Bose, Associate Professors Zetler, Eldredge,
Assistant Professor Barber, and Mrs. Schuman

Students majoring in English are expected to take a minimum of twenty-four hours in the department and the tutorial in English. Freshman composition is not to be considered a part of the major.

The minimum requirement shall include Great Writers (English 125-126), Shakespeare (English 127-128) six additional semester hours in literature, and one writing course, either English 101-102 or 103-104.

B1-2. ENGLISH COMPOSITION. See Basic Curriculum, page 68.

101-102. GENERAL WRITING. Attention is given to phrasing, connotation, denotation, description and narration. Models from modern writing in characterization and description are used. Each semester (3). Mr. Zetler.

103-104. CREATIVE WRITING. Various types of original composition, primarily the short story. Analysis of conventional and modernistic types of writing. Each semester (3). Given 1953-54.

111. WORKSHOP IN JOURNALISM. News and feature writing, newspaper techniques and practice. First semester (3). Mrs. Shuman. Given 1953-54.

125-126. GREAT WRITERS. The study primarily of the masterpieces of English and continental literature which are the background of our modern culture. The books considered will be chosen and the discussion will be arranged, to supplement and continue the work in literature of the arts B1-2 and B101-102. This course should be taken in the junior or senior year to synthesize the work in other literature courses. Each semester (3). Mr. Zetler.

128. CHAUCER. A study primarily of *Troilus and Criseyde* and *The Canterbury Tales*. Second semester (3). Mr. Barber.

129-130. SHAKESPEARE. A study of Shakespeare as the great figure of the English Renaissance. Each semester (3). Miss Eldredge.

131. SEVENTEENTH CENTURY PROSE AND POETRY. A study of the outstanding writers of the seventeenth century. Both the prose and the poetry will be considered and special attention will be given to the scientific writings, Donne, Bacon, Milton, Burton, and the metaphysical school. First semester (3). Given 1954-55.

134. EIGHTEENTH CENTURY LITERATURE. The temper and techniques of the neo-classical writers of the early part of the century, and the emergence of romanticism. Second semester (3). Given 1954-55.

135, 136. NINETEENTH CENTURY LITERATURE. A study of English prose and poetry of the 19th Century with emphasis upon major writers. Each semester (3). Mr. Bose.

141. AMERICAN LITERATURE. A study of colonial literature and its emergence in the light of the events of American history up to the time of the Civil War. First semester (3). Mrs. Ferguson.

142. MODERN AMERICAN LITERATURE. The period since 1870. Second semester (3). Mrs. Ferguson.

145-146. COMPARATIVE DRAMA. Studies in the development of the drama from the Greeks to our time. Through discussion and interpretative reading, significant plays will be considered in relation to the theatrical and social conditions in which they originated and the permanent interests they express. Each semester (3). Given 1953-54.

147-148. THE NOVEL. Studies in the development of English fiction. Each semester (3). Mr. Barber.

150. INTRODUCTION TO BIBLIOGRAPHIC METHOD. A study of the sources of bibliographic information and form with special attention to the compilation of bibliographic lists. Open to juniors only. Second semester (1).

203-204. TUTORIAL. Each semester (3). English Faculty.

FAMILY LIVING

Assistant Professor Greene

The college firmly believes that preparing the young woman college graduate of today to be an effective homemaker involves considerably more than the ordinary mastery of the home science arts. While a certain amount of emphasis is placed on these arts, the college goes much further in its preparation by offering an Interdepartmental Major in this field. Listed below is such a major:

Psychology 103—Psychology of Childhood and Adolescence.

The course deals with the various approaches to the development of the individual from childhood through adolescence. Emphasis will be placed on the techniques of

adjustment at the various age levels. First semester (3). Miss Vincent. Given 1953-54.

Economics 105—Economics for Consumers. The role of the consumer in the modern economic society. Attention is given to the influence of population trends and shifts, distribution of national wealth and income, growth of monopoly, advertising, installment selling, co-operative movement, investments, insurance, and other forces upon consumer behavior. Second semester (3). Given 1953-54.

Sociology 111—The Family. The evolution and development of the family as a social group and a social institution with special emphasis upon the role of the family in modern life. The impact of social change upon family functions and family stability. Current problems of family adjustment and family disorganization. First semester (3). Miss Elliott. Given 1953-54.

Biology 111—Education Concerning Marriage. Three discussions each week. Second semester (3). Mrs. Martin.

5-6. INTRODUCTION TO HOME AND FAMILY. An introduction to the essentials of family living; family relations, budgeting, housing, house furnishing and equipment, foods, and nutrition, textiles and clothing. Each semester (3).

101-102. FAMILY LIVING SEMINAR AND PRACTICUM. Complete management of the Family Living Home for a one year period. Students will live in this home and have the responsibility of taking charge of the home in every aspect of household management. They will budget, buy for and prepare all meals for three days each week. Each semester (3).

203-204. TUTORIAL. Each semester (3).

FRENCH LANGUAGE AND LITERATURE

Assistant Professor Zack

Students majoring in French will be expected to take a minimum of thirty hours including six hours devoted to the

tutorial. It is recommended that in addition courses be taken in history and English literature and a second modern language.

1-2. THE FRENCH LANGUAGE AND LITERATURE. The aim of this course is to achieve a reading ability in French of moderate difficulty. Intensive and extensive reading of French texts dealing with the French people and their culture. Each semester (3).

102. FRENCH COMPOSITION. For students who want to master the difficulties of written French. Translation of texts from English to French. Prerequisite: French 103-104, 107-108, or 109. Second semester (3).

103-104. FRENCH CIVILIZATION. An introduction to France with emphasis on the people, their institutions and literary background. Each semester (3).

107-108. LITERATURE OF THE 17th CENTURY. The unfolding of the classical school. Corneille, Racine, Moliere, Descartes, Pascal, etc. Conducted in French. Prerequisites: French 103-104. Each semester (3).

109. LITERATURE OF THE 18th CENTURY. Development of French liberal thought. Beginning of the romantic movement. Montesquieu, Voltaire, Rousseau, etc. Conducted in French. Prerequisite: French 103-104 or 107-108. First semester (3).

111-112. LITERATURE OF THE 19th CENTURY. Literary and social aspects, poetry, drama, novel and criticism. Romanticism, Realism, and the Symbolists. Conducted in French. Prerequisite: French 107-108, 109. Each semester (3).

115-116. LITERATURE OF THE 20TH CENTURY. Emphasis on writers of the period between the two wars. Reading of the original text. Conducted in French. Prerequisite: French 107-108, 109 or 111-112. Each semester (3).

203-204. TUTORIAL. Each semester (3). French Faculty.

GERMAN LANGUAGE AND LITERATURE

Professor Davis

The main objective of German study is the acquisition of the language as a means of access to the various phases of German civilization and culture. The courses are planned and conducted with the aim of enabling the student to develop facility in reading and speaking. In all the courses there is constant emphasis upon the oral and aural approach as a necessary basis for the attainment of a fluent reading knowledge of the language.

Students majoring in German will be expected to take a minimum of thirty hours, including six hours devoted to the tutorial. Supporting courses will be selected in conference with the chairman of the department.

1-2. THE GERMAN LANGUAGE AND LITERATURE. The aim of this course is to achieve a reading ability in German of moderate difficulty. Intensive and extensive reading of German texts dealing with the German people and their culture. Each semester (3).

German 1-2 or its equivalent is prerequisite for the following courses:

6. SCIENTIFIC GERMAN. Review of grammar, stressing constructions peculiar to scientific literature; building a specialized vocabulary; intensive reading in general science, extensive reading in the student's major field. Second semester (3).

101. CONVERSATION. An advanced course for those students who wish to improve their speaking ability. Stress is placed on the practical vocabulary of every-day life. Conversation and oral reports based on reading of a German newspaper and of texts dealing with the country and its people. First semester (3).

102. COMPOSITION. An advanced course in writing German. Translation and free composition. Second semester (3).

103-104. INTRODUCTION TO MODERN GERMAN LITERATURE. Reading and interpretation of selected works representing the chief trends in German literature of the nineteenth and twentieth centuries. Each semester (3).

German 103-104 is prerequisite for the following courses:

105. THE CLASSICAL PERIOD OF GERMAN LITERATURE. An introduction to the historical and cultural background of the classical period. Reading of representative works of Lessing, Schiller and Goethe. First semester (3).

106. GOTHE'S FAUST. Intensive study of Faust I and selections from Faust II. A discussion of the Faust legend before Goethe and the treatment of the Faust theme in music and literature. Second semester (3).

119-120. INDEPENDENT READING. Individual work in various fields of German culture. Each semester (3).

203-204. TUTORIAL. Each semester (3).

GREEK LANGUAGE AND LITERATURE

1-2. ELEMENTARY GREEK. Grammar, composition, Xenophon: selections from the Anabasis or the Memorabilia. Open to all students. Each semester (3).

3-4. GREEK AND LATIN LITERATURE IN TRANSLATION. Selected works that express life and thought of times when written and that have influenced literature, philosophy, and art of later ages. Open to all students. Each semester (3).

HISTORY

Professors Andrews, Borsody*, Dysart, Associate Professor Labarthe
and Mrs. Pulgram

Students majoring in history are required to take a minimum of four year courses in the department (including the History of Western Civilization) plus the tutorial. Those students

* on leave 1953-54

who are exempted from the History of Western Civilization as a requirement for the basic curriculum must substitute another year course to complete the major.

Study of a foreign language or languages, as well as appropriate supporting courses in political science, economics, literature and philosophy, are strongly recommended.

B1-2. HISTORY OF WESTERN CIVILIZATION. See Basic Curriculum, page 67.

101. HISTORY OF THE ANCIENT ORIENT AND THE GREEK STATES. Origins of civilization in the Ancient Orient, followed by a survey of political, economic and cultural developments among the Greeks. First semester (3). Miss Dysart. Given 1953-54.

102. HISTORY OF ROME TO 476 A.D. The rise and decline of Rome as a world power, economic and social problems, and cultural developments in the Roman state. Second semester (3). Miss Dysart. Given 1953-54.

111. MEDIAEVAL HISTORY. A survey of significant developments from the decline of the Roman Empire to the close of the Hundred Years' War. The course includes the transmission and assimilation of the classical heritage, the developments in and civilizing influences of the Christian Church, and the origin of modern political and economic institutions. First semester (3). Miss Dysart. Given 1954-55.

112. EARLY MODERN EUROPEAN HISTORY. A survey of significant developments in Europe from the Renaissance of the fifteenth century to the Enlightenment of the eighteenth century. The course includes political, religious, economic and social as well as intellectual developments. Second semester (3). Miss Dysart. Given 1954-55.

121. HISTORY OF EUROPE FROM 1815 TO 1870. The political, social and cultural history of Europe from the Congress of Vienna to 1870. First semester (3). Mrs. Pulgram.

122. HISTORY OF EUROPE FROM 1870 TO THE PRESENT. Political and social reform; cultural, scientific and economic movements;

the expansion of Europe; the two World Wars and events following to the present time. Second semester (3). Mrs. Pulgram.

131-132. HISTORY OF ENGLAND AND GREAT BRITAIN. The political, social and economic history of England from the Renaissance to the present time. Each semester (3). Mrs. Pulgram. Given 1953-54.

141. HISTORY OF THE FRENCH REVOLUTION. The conditions of France from the fifteenth century to 1789. The progress and results of the Revolution and its constitutional phase. First semester (3). Mrs. Pulgram.

142. HISTORY OF THE NAPOLEONIC ERA. The rise of Napoleon with the constitutional and dynamic changes and the permanent results of the period. Second semester (3). Mrs. Pulgram.

151-152. HISTORY OF RUSSIA. Russian internal developments from the origin of the Kievan state to the present time with special emphasis upon the revolution of 1917 and the Soviet regime since that date. Each semester (3). Mrs. Pulgram. Given 1953-54.

161-162. HISTORY OF THE UNITED STATES. A general survey of United States history from colonial times to the present, emphasizing political and economic factors as well as the history of Pennsylvania. Each semester (3). Mr. Andrews.

163-164. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES. A study of American life during the colonial and national periods with special emphasis upon the interchanges of American and European ideas and developments in religion, science and the arts. Each semester (3). Mr. Andrews. Given 1954-55.

171-172. HISTORY OF LATIN AMERICA. The aboriginal background, the colonial origins, and the national development of the Latin American states, with emphasis upon relations with the United States. Each semester (3). Mr. Labarthe.

203-204. TUTORIAL. Each semester (3). History Faculty.

LATIN LANGUAGE AND LITERATURE

For the present no courses in Latin beyond 1-2 will be offered unless a sufficient number of students desire them.

1-2. CICERO, OVID, LIVY, HORACE. Cicero: selections from the letters, *De Amicitia*, or *De Senectute*; or Ovid: *Metamorphoses*. Livy: selections from books I, XXI. Horace: *Odes* and *Eopdes*. Open to students who present three or four units of Latin. Each semester (3).

MATHEMATICS

Professor Calkins

Students majoring in mathematics will be expected to take the following courses: Mathematics 5, 6, 10, 15, 16, 107, 108, 109 and 203-204.

1. HIGHER ALGEBRA. For students who have had only one year of high school algebra. First semester (3).

5. COLLEGE ALGEBRA AND TRIGONOMETRY. A unified course in the essentials of the two subjects. Prerequisite: Mathematics 1 or one and one-half years of high school algebra. First semester (3).

6. ANALYTICAL GEOMETRY. Prerequisite: Mathematics 5. Second semester (3).

9. MATHEMATICS OF INVESTMENTS. The application of algebra to important concepts in the field of investments. Prerequisite: Mathematics 1 or one and one-half years of high school algebra. First semester (3). Given 1954-55.

10. ELEMENTARY STATISTICS. Prerequisite: Mathematics 1 or one and one-half years of high school algebra. Second semester (3).

15-16. DIFFERENTIAL AND INTEGRAL CALCULUS. Prerequisite: Mathematics 11. Each semester (3).

107. THEORY OF EQUATIONS AND DETERMINANTS. Prerequisite: Mathematics 3 and 6. First semester (3).

108. DIFFERENTIAL EQUATIONS. Prerequisite: Mathematics 102. Second semester (3).

109. FUNDAMENTAL CONCEPTS OF MATHEMATICS. Logic and its application to the fundamental concepts of algebra and geometry. First semester (3).

203-204. TUTORIAL. Each semester. (3).

MUSIC

Professors Roy Harris, Johana Harris and Wichmann, Associate
Professor Welker, Mr. Stolarevsky, Mr. Karp, Mr. Taylor
and Mr. Anderson

Candidates for the A.B. degree in music may major in applied music (piano, organ, voice or orchestral instruments) or in theory of music and composition. Majors in applied music will take twenty-four hours in the language of music and a minimum of sixteen hours in applied music. The minimum applied music requirements for a voice major are fourteen hours of vocal instruction, two hours in piano, and two years membership in the chorus or chapel choir. An applied music major is required to take a minimum of one hour of instruction a week.

Majors in theory of music and composition will take twenty-four hours in theoretical subjects, six hours in advanced composition and orchestration, and a minimum of eight hours in applied music.

Credit for applied music is based on an examination at the end of each semester. In order to secure two semester credits in applied music a student must take a one hour, or two half-hour lessons per week, accompanied by

a minimum of six hours practice per week. One semester hour of credit is given for a half hour lesson plus six hours practice per week. The full amount of credit is given by the instructor only when the student gives clear evidence of having practiced the prescribed number of hours.

For non-music majors a maximum of eight semester hours credit in applied music will be granted upon successful completion of the arts B1-2 and B101-102. To secure additional credit the student will be required to take music 1-2.

All music majors are urged to take the courses offered (as part of the physical education requirement) in the dance. Attendance at workshops and recitals is expected of all students in the department.

Students not wishing to enroll for a full college course may be admitted as special students. This category includes not only students of college age, but also those of the pre-college and adult age groups.

Applied Music Fees are listed on page 121.

THE LANGUAGE OF MUSIC

This four year course is planned to give students musical comprehension and enjoyment based on the hearing and discussion of the evolution of the art.

The practices and procedures of music will be heard and discussed as an emotional language of **melody, harmony, counterpoint, form and orchestration**, leading to the experience of hearing music in its own terms.

1-2. MATERIALS OF MUSIC I. The hearing, reading and writing of melody as it evolved from the sixth to mid-twentieth century. Melody will be considered as an emotional expression in:

1. Rhythm (reflecting rhythms of words and pantomime)
2. Pitch (denoting emotional intent)
3. Synthesis of both Pitch and Rhythm

Church, folk, dance, theatre, and concert melodies will be used. For entering freshmen. Each semester (3). Mr. Taylor.

101-102. MATERIALS OF MUSIC II. The hearing, reading and writing of harmony as it evolved from the eighth to mid-twentieth century:

1. as mass resonance.
2. as harmonic color related to mood.
3. as sequence of progression denoting form.

Prerequisite: Materials I or equivalent. Each semester (3). Mr. Taylor.

111-112. MATERIALS OF MUSIC III. The hearing, reading and writing of two or more melodies woven together resulting in harmonic color and architectural form. Thirteenth to mid-twentieth century. Emphasis on sixteenth, eighteenth, and twentieth centuries. Prerequisite: Material II or equivalent. Each semester (3). Mr. Taylor.

121-122. MATERIALS OF MUSIC IV. The hearing and discussion of musical form (ecclesiastical and secular) and orchestral treatment. A synthesis of preceeding three years, presuming enjoyment and relaxed attention in hearing melody, harmony, and counterpoint as they are combined into complete musical expression. A thorough hearing and examination of eight historically important works will be emphasized. Prerequisite: Materials III or equivalent. Each semester (3). Mr. Taylor.

131-132. ADVANCED COMPOSITION AND ORCHESTRATION. Corequisite: Music 121-122 or consent of the instructor. Each semester (3). Mr. Taylor.

MUSIC HISTORY AND LITERATURE

3-4. INTRODUCTION TO MUSIC LITERATURE. Music's place in the growth of civilization, with stress on both the appreciative and historical aspects of the art; the art of intelligent listening; the development of the chief forms and instruments of musical expres-

sion; an introduction to a substantial body of music from Bach to the present. Each semester (3). Mr. Wichmann.

103. PRE-BACH MUSIC. A critical study of the history of music up to the early eighteenth century. The part played by music in Greek culture; the music of the early Christian Church; the polyphony of the Middle Ages, culminating in the great achievements of the sixteenth century, and the development of instrumental music up to Bach. First semester (3). Mr. Taylor. Given 1953-54.

104. CONTEMPORARY MUSIC. A study of the more important recent trends, American as well as European, beginning with the late nineteenth century nationalism and the diffusion of Romanticism. Relationship with concurrent political, industrial and social movements, as well as contributions in other fields of art is stressed. Second semester (3). Mr. Wichmann. Given 1953-54.

113. CHAMBER MUSIC. A survey of the literature for small combinations of instruments; especially the String Quartet written by the major composers, past and present. First semester (3). Mr. Taylor.

114. MUSIC IN THE UNITED STATES. The development of music in the United States from colonial times to the present, showing how native contributions have been incorporated into the transplanted European culture. Second semester (3). Mr. Wichmann.

203-204. TUTORIAL. Each semester (3). Music Faculty.

APPLIED MUSIC

18-19. APPLIED MUSIC. (Individual instruction).

PIANO I, II, III, IV. Development of the musical and technical equipment adequate to the intelligent and artistic performance of representative compositions of all periods and styles. Mrs. Harris and Miss Welker.

ORGAN I, II, III, IV. Training for both professional and cultural purposes. Emphasis upon technique, registration, repertoire and the practical aspects of service playing. Mr. Wichmann.

VOICE I, II, III, IV. The technique of singing, interpretation and a knowledge of representative song literature. Mr. Anderson.

MUSICAL COACHING FOR SINGERS. Interpretation of all types of songs with special emphasis on the operatic literature. Mr. Karp.

VIOLIN I, II, III, IV. Development of a musical and technical equipment necessary to the intelligent and artistic performance of solo, orchestral and chamber music of all schools. Mr. Stolarevsky.

VIOLA I, II, III, IV. Fundamental principles of technique, style and interpretation. Mr. Stolarevsky.

ORCHESTRAL INSTRUMENTS. Arrangements can be made to study any orchestral instrument with artist teachers.

125-126. CONDUCTING. A study of the techniques of conducting with practical experiences under supervision. Each semester (1). Mr. Stolarevsky.

141-142. CHOIR DIRECTING AND SERVICE PLAYING. The essentials of conducting from the keyboard; the literature of church music; choir organization, program and service planning, and a study of all church services. Each semester (1). Mr. Wichmann.

162. OPERA WORKSHOP. Winter session (1). For description see page 96.

172. OPERA WORKSHOP. Summer session (3). For description see page 96.

ENSEMBLE

5-6. CHORUS. Studies in masterpieces of choral literature for both women's and mixed voices. Prerequisite: ability in reading music and consent of the instructor. Three rehearsals a week. Mr. Wichmann.

7-8. **STRING ENSEMBLE.** A study of the literature for string quartet, strings and piano, and strings and organ. Each semester ($1/2$). Mr. Stolarevsky.

9-10. **SINFONIETTA.** A study of the literature for chamber and symphony orchestra. Each semester ($1/2$). Mr. Stolarevsky.

OPERA WORKSHOP

The P.C.W. Opera Workshop, which began with a six weeks concentrated course in the summer of 1949, continues throughout the academic year. Another six weeks Workshop is planned for the summer of 1954.

The purpose of the Workshop is to offer talented singers a course dealing with the singing and acting techniques of the lyric theater. The Workshop is open to any man or woman who can demonstrate satisfactory vocal ability and musicianship.

Classes are given in operatic repertory, dramatics and stage techniques, foreign diction, musical ensemble, stage deportment and make-up, dancing and fencing. Also included are classes in opera conducting and coaching (for pianists), choral conducting and stage directing.

Academic credit of 3 semester hours is given for the summer program and one semester hour credit is given for each of the two 10 week winter sessions. A full time music student at P.C.W. may use as many as 12 Opera Workshop credits towards fulfilling her graduation requirements.

At least three entire operas are presented in English during the summer session along with programs of dramatized scenes from operas of the standard repertoire. The program for the winter sessions is closely correlated with

the productions given by the Pittsburgh Opera. In addition to the study of academic subjects practical experience is gained through active participation in rehearsals and performances of the Pittsburgh Opera.

On the faculty are experts in the teaching of opera from Pittsburgh and New York. For further information, write to Mr. Richard Karp, Director, for Opera Workshop brochure.

PHILOSOPHY

Professor Organ, and Mr. Parker

Students majoring in philosophy will be expected to take philosophy 101, 102, 103, 104, B151, B152, 203, 204, and religion 109, 110.

B151-152. PHILOSOPHY OF LIFE. See Basic Curriculum, page 68.

101. HISTORY OF PHILOSOPHY. Ancient and Mediaeval. A study of philosophical thought in the western world to 1600. First semester (3). Given 1954-55.

102. HISTORY OF PHILOSOPHY. Modern. A study of philosophical thought in the western world since 1600. Second semester (3). Given 1954-55.

103. LOGIC. An introductory study of classical and modern logic with exercise in application and criticism. First semester (3). Given 1953-54.

104. ETHICS. An examination of various types of ethical theory together with discussions of characteristic modern ethical problems. Second semester (3). Given 1953-54.

203-204. TUTORIAL. Each semester (3).

PHYSICAL EDUCATION

Assistant Professor McDaniel, Miss Tanton

Each student is required to complete one semester's credit in each of the following areas by the end of her sophomore year:

Individual Sports
Team Sports
Dance
Aquatics

Classes meet two times a week. All courses have grades assigned and one credit is awarded for the successful completion of one semester's work. Those acquiring an exemption in any area must elect an alternative course in one of the other areas.

Specific course offerings for each area are as follows:

11-22. INDIVIDUAL SPORTS. Each course is of eight weeks duration and carries $\frac{1}{2}$ credit.

P.E. 11—Archery

P.E. 13—Badminton—Bowling

P.E. 16—Fencing

P.E. 18—Golf

P.E. 20—Horseback Riding

P.E. 22—Tennis

31-37. TEAM SPORTS. Each course is of eight weeks duration and carries $\frac{1}{2}$ credit.

P.E. 31—Basketball

P.E. 33—Hockey

P.E. 35—Softball

P.E. 37—Volleyball

41-49. DANCE. Each course is of one semester's duration and carries 1 credit.

P.E. 41—Folk Dance

P.E. 44—Modern Dance (Beginning)

P.E. 45—Modern Dance (Intermediate)

P.E. 46—Modern Dance (Advanced)

P.E. 47—Social Dance

P.E. 49—Tap Dance

51-55. AQUATICS. Each course is of one semester's duration and carries 1 credit.

P.E. 51—Swimming (Beginning)

P.E. 52—Swimming (Intermediate)

P.E. 53—Swimming (Advanced)

P.E. 54—Life Saving (Red Cross Senior)

P.E. 55—Water Safety (Red Cross Instructors)

61. OFFICIATING. First semester may be taken for 1 credit in place of a team sport.

71. RESTRICTED. One credit each semester. Course arranged with individual students.

The required gymnasium costume is a navy blue tunic which must be purchased at the campus bookstore. Each girl must provide herself with tennis shoes and white anklets. Regulation tank suits, provided by the college, are worn for swimming.

Facilities and equipment are provided by the college for recreational purposes in all activities taught in the curriculum except golf and horseback riding. The Athletic Association, of which every girl is automatically a member, sponsors inter-class and inter-dormitory tournaments in all sports and aquatics.

PHYSICS

Assistant Professor Ward

3-4. GENERAL PHYSICS. Principles and application of mechanics, sound, heat, electricity, magnetism and light, introduction to modern physics. Four lecture-laboratory periods per week, seven hours. Each semester (4).

POLITICAL SCIENCE

Assistant Professors Liem and Keefe

Students majoring in political science are expected to take a minimum of twenty-four hours in the department, including world culture and the tutorial. They will also be required to take a certain course or courses either in the department of economics or sociology.

103. INTRODUCTION TO GOVERNMENT AND POLITICS. A course designed to offer certain basic tools which will enable students to analyze and appreciate the forces and factors which operate behind the political institutions of democratic nations. First semester (3). Mr. Liem.

104. AMERICAN GOVERNMENT. A study of American government—national, state and local. Second semester (3). Mr. Liem.

111. INTERNATIONAL RELATIONS. A course attempting to trace the development and nature of international organizations through the study of the factors, such as historic, current economic, political and ideological problems, which influence the relations among nations. First semester (3). Mr. Liem. Given 1953-54.

112. UNITED STATES FOREIGN POLICY. A study of the factors influencing American foreign policies as well as a study of the technique and development of American diplomacy. Second semester (3). Mr. Liem. Given 1953-54.

113. POLITICAL THEORY. Reading and discussion of the ideas of certain masters of political thought, with special emphasis on the writings of Plato, Aristotle, St. Thomas Aquinas, Machiavelli, Locke and Marx. First semester (3).

115-116. PROCESS AND PRACTICE OF POLITICS. A study of political parties and pressure groups—their organization, functioning and impact upon public policy formation—and the legislative process. Special attention to empirical studies of political behavior. Field work in political campaigns in fall semester. Each semester (3). Mr. Keefe.

125-126. COMPARATIVE GOVERNMENT. A comparative analysis of the rise, organization and functions of the governments of the principal countries of the world. Not open to freshmen. Each semester (3). Mr. Liem. Given 1954-55.

203-204. TUTORIAL. Each semester (3). Mr. Keefe, Mr. Liem.

PSYCHOLOGY

Professors Foltin and Vincent

Students majoring in psychology are expected to take a total of twenty-one semester hours in psychology in addition to the course in human development and behavior and the tutorial.

101. GENERAL PSYCHOLOGY. A general introduction to the scientific study and understanding of human behavior. Emphasis will be given to those topics which are not covered in the course, human development and behavior. First semester (3). Mr. Foltin.

102. EXPERIMENTAL PSYCHOLOGY. An introduction to research techniques utilized in psychology. Experiments in the various areas of general psychology will be performed by the student. May be elected only with the permission of the instructor. Second semester (3). Mr. Foltin.

103. PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE. The course deals with the various approaches to the development of the individual from childhood through adolescence. Emphasis will be placed on the techniques of adjustment at the various age levels. First semester (3). Miss Vincent. Given 1953-54.

106. APPLIED PSYCHOLOGY. A course showing the various applications of psychological knowledge to the fields of human endeavor. Second semester (3). Mr. Foltin. Given 1954-55.

111. SOCIAL PSYCHOLOGY. A study of human behavior and social environment in their mutual interdependence; a guide to better understanding of human relationships. First semester (3). Mr. Foltin. Given 1954-55.

113. METHODS OF PERSONALITY ANALYSIS. Deals with psychological tests and measurements and offers an introduction to projective techniques and the interview. Prerequisite: general psychology. May be elected only with the permission of the instructor. First semester (3). Mr. Foltin. Given 1953-54.

120. ABNORMAL PSYCHOLOGY. A study of the minor and major behavior disorders with special emphasis on the psychological aspects of functional difficulties. Restricted to juniors and seniors. Prerequisite: general psychology. May be elected only with the permission of the instructor. Second semester (3). Mr. Foltin. Given 1953-54.

151. SYSTEMS OF PSYCHOLOGY. The seminar deals with the history and contemporary theories of psychology. It includes readings in recently published papers insofar as they show current trends. Prerequisite: general psychology and experimental psychology. First semester (3). Miss Vincent. Given 1954-55.

203-204. TUTORIAL. Each semester (3). Psychology Faculty.

RELIGION

Mr. Parker

1. OLD TESTAMENT. A study of the books of the Old Testament emphasizing both literary values and the development of religious concepts. First semester (3).

2. NEW TESTAMENT. A study of the books of the New Testament with special reference to the development of Christianity in the first century. Second semester (3).

3-4. CHRISTIANITY AND WESTERN CIVILIZATION. A survey of Christian history and a consideration of the problems of religion in the modern world. Each semester (3). Given 1953-54.

5. INTRODUCTION TO BIBLICAL LITERATURE. First semester (3).

109. COMPARATIVE RELIGION. An examination of the origin, development, beliefs and practices of the world's living religions. First semester (3). Given 1954-55.

110. PHILOSOPHY OF RELIGION. An analysis of the fundamental concepts of religion and of the types of philosophies of religion. Second semester (3). Given 1954-55.

SECRETARIAL STUDIES

Miss Black

101-102. TYPEWRITING. Instruction given in the technique of operating the typewriter and in the development of speed and accuracy. Arrangement of business letters, tabulations, manuscript, office forms and mimeographing. Courses open to students desiring to prepare for secretarial work using their liberal arts training as a background and also to those desiring a working knowledge of typewriting for personal needs. Meets three times a week. No credit.

105-106. SHORTHAND. An intensive course in the mastery of the principles of Gregg shorthand. Students who register for shorthand must also register for typewriting 101-102 unless they have had this course or its equivalent. Meets three hours a week. Each semester (3).

109-110. STENOGRAPHY WORKSHOP. Meets three hours a week. No credit.

SOCIOLOGY

Professor Elliott, Mr. Graham

Students are expected to complete Modern Society before enrolling in sociology 103, if possible. In addition to Modern Society, 24 hours of sociology are required for a major including Sociology 103, 106, and 113 and the tutorial. They are also required to take Statistics (mathematics 10) preferably in their junior year in order to handle

statistical materials in their tutorial. Students who expect to go into social work should take 108 (The Urban Community), 111 (The Family), 118 (Juvenile Delinquency), and 120 (Criminology). All majors are also urged to take 130 (Advanced Social Theory).

In case students have not had three semesters of algebra, they must make up this deficiency before enrolling in mathematics 10.

Majors are also asked to take economics 103 and political science 103 (or 104), or psychology 101.

Sociology 103 is a prerequisite **for all other courses in Sociology**. Courses 103 and 106 are open to sophomores. Other courses open only to juniors and seniors except by permission.

103. ELEMENTS OF SOCIOLOGY. Social origins and development; basic characteristics of group life and social organization including the concept of social structure; class, caste, race; community ecological aspects and institutions. Either semester (3). Miss Elliott and Mr. Graham.

106. SOCIAL DISORGANIZATION. An application of sociological principles to the problems of personal, family, community and international disorganization. An analysis of the social processes underlying personal conflicts and personal disorganization, divorce, desertion, community conflicts, political corruption, revolution, fascism and war. Field trips and special seminars in social problems selected for study. Second semester (3). Miss Elliott.

108. THE URBAN COMMUNITY. The characteristic patterning of the contemporary urban community through the world and especially in the U.S. An attempt to understand its present status and problems will be made through an analysis of causative factors of an ecological, cultural, economic, and political nature. An analysis of the units of community organization. First hand experience with aspects of urban society will be gained through field trips and through field research. Contributions derived from field research will be accepted in lieu of a term paper. Second semester (3). Mr. Graham. Given 1954-55.

111. **THE FAMILY.** The evolution and development of the family as a social group and a social institution with special emphasis upon the role of the family in modern life. The impact of social change upon family functions and family stability. Current problems of family adjustment and family disorganization. First semester (3). Miss Elliott. Given 1953-54.

113. **CULTURAL ANTHROPOLOGY.** A study of non-literate societies and cultures. The concept of culture, biological and geographical factors, and its evolution. Factors in culture change. Units in social organizations, e.g., status and role, the family, clan, local group and state. Case analysis of specific cultures. First semester (3). Mr. Graham. Given 1953-54.

115. **COLLECTIVE BEHAVIOR.** The study of group phenomena as evidenced in formal and non-formal groups. Processes underlying mass behavior in fads, fashions, crowds, mobs, religious revival, political movements, revolutions. First semester (3). Miss Elliott. Given 1954-55.

116. **INDUSTRIAL SOCIOLOGY.** A sociological analysis of historical and contemporary aspects of industrial institutions. Informal and formal organization of labor and management personnel. Work incentives. Reactions to technological innovations. Unemployment in relation to industry. The integration of industrial with other institutions. Second semester (3). Mr. Graham. Given 1953-54.

118. **JUVENILE DELINQUENCY.** The nature and extent of juvenile delinquency. Changing legal definitions and modifications in social treatment. An examination of the large body of research data as to the background of delinquents and their subsequent adjustment. Clinical and institutional treatment, and probation work. Preventive projects in delinquency. Field trips. Second semester (3). Miss Elliott. Given 1954-55.

119. **RACIAL AND ETHNIC GROUPS.** An analysis of the major problems connected with racial and ethnic groups with emphasis on the United States. This course will examine the cultural characteristics of these groups, their origin and their assimilation, the dynamics of their relations with other groups and their cultural impact on our national life. First semester (3). Mr. Graham. Given 1953-54.

120. **CRIMINOLOGY.** The evolution of social and legal definitions of crime. Criminal statistics. Multiple factors in criminal conduct. Case studies of offenders. Differential aspects of the crime rate. Evolution of penal methods: arrest, trial, conviction and treatment of offenders. Cultural lag in penal treatment. Field trips to nearby institutions. Second semester (3). Miss Elliott. Given 1953-54.

130. **ADVANCED SOCIAL THEORY.** An historical survey of important contributions to social theory with special emphasis upon the relation of modern social research to present day sociological theory. Students will be given opportunity for independent study under faculty supervision and familiarity with source materials will be emphasized. Open to juniors and seniors, but ordinarily this course should be taken in the senior year. Second semester (3). Miss Elliott and Mr. Graham.

131-132. **SOCIOLOGY SEMINAR.** Either semester. Credit to be arranged. Miss Elliott and Mr. Graham.

203-204. **TUTORIAL.** Each semester (3). Sociology faculty.

SPANISH LANGUAGE AND LITERATURE

Associate Professor Labarthe

Students majoring in Spanish will be expected to take a minimum of twenty-four hours in the department, of which twelve hours shall be the courses numbered above 100. It is recommended that in addition courses be taken in Latin American history, English literature, psychology, philosophy, music or art. A second language is strongly recommended.

1-2. **THE SPANISH LANGUAGE AND LITERATURE.** The aim of this course is to achieve a reading ability in Spanish of moderate difficulty. Intensive and extensive reading of Spanish texts dealing with the Spanish people and their culture. Each semester (3).

101. **SPANISH COMPOSITION.** For students who want to master the difficulties of written Spanish. Translation of texts from English into Spanish. First semester (3).

102. SPANISH CONVERSATION. Reading from Spanish newspapers, and magazines; comments on these readings; conversation on trips, shopping and daily doings to help the students ease the flow of Spanish. No English will be allowed in the classes. Second semester (3).

103-104. INTRODUCTION TO SPANISH LITERATURE. An introduction to Spanish literature from "El Cid" to the Golden Age not including the theater. Readings from works of representative authors of this epoch. Each semester (3).

109-110. THE LATIN AMERICAN NOVEL. The study of the evolution of this type of literature from the beginning of the 17th century down to Romulo Gallegos and Alba Sandoiz. Each semester (3).

115-116. 19th AND 20th CENTURY SPANISH LITERATURE. Readings in contemporary and modern Spanish literature, stressing the modernist movement with Marti, Ruben Dario, Neruda, Mistral. Each semester (3).

203-204. TUTORIAL. Each semester (3).





COLLEGE PROCEDURES



Admission Procedures

APPLICATION FOR ADMISSION

An applicant for admission to the freshman class should observe the following procedure:

1. Write to the Director of Admissions, Pennsylvania College for Women, Pittsburgh 32, Pa. for an application blank.
2. Complete and return this application blank to the Admissions Office with a ten-dollar application fee and a photograph. This fee is necessary to cover expenses for the processing of the application blank.
3. A personal interview with all applicants is desired at the college whenever possible. If a student cannot come to the college, an interview may be arranged with the Director or with one of the Assistant Directors of Admissions.

The college will send for the secondary school record, the recommendations of the principal and of faculty members best qualified to judge the applicant's ability. The applicant's credentials will be presented to the Admissions Committee for their decision.

Early application is advisable in order to ensure the prompt completion of all preliminary arrangements. Rooms are assigned according to the date on which the applications are received.

The office of the Director of Admissions is open from nine a.m. to five p.m. Monday through Friday; on Saturday from nine a.m. until noon.

Visitors to the campus are urged to make an **appointment in advance** with the Director of Admissions. This is especially necessary if arriving on weekends as the schedule is particularly heavy at that time.

REQUIREMENTS FOR ADMISSION AS A FRESHMAN

Pennsylvania College for Women desires to select, from among the candidates for admission, those who can successfully carry college work and who are particularly fitted for the P.C.W. program of learning. The college wants students geographically well distributed, representing a cross-section of individuals of quite different talents—literary, philosophical, musical, scientific and artistic.

The factors to be taken into consideration in the admission of students are: quality of preparation, amount of preparation, endorsement of the secondary school principal, a well defined purpose, enthusiasm for learning and capacity for further development.

Ultimately the total fitness of the student for college work will determine the college selection. In order to help establish this fitness, applicants are strongly urged to take the Scholastic Aptitude Test of the College Entrance Examination Board. Students whose previous academic performance has been superior may be admitted on the basis of the secondary school record. Candidates whose academic performance is considered by the college to be in any sense questionable will be required to take the Scholastic Aptitude Test, in some cases supplemented by one or more of the College Board Achievement Tests, or to take other tests prescribed by the college. Candidates who may have taken College Board examinations in connection with appli-

cations to other institutions are expected to have their scores transmitted to Pennsylvania College for Women to form a part of their application record.

Students who wish to enter college should in general take the college preparatory course in secondary school. Emphasis should be placed upon English, history, science, mathematics and foreign languages.

Adequate preparation for college work does not necessarily mean uniformity, either in subjects studied or in the amount of preparation in each subject. A student's special interest should govern to a certain extent the subjects she will take in secondary school: if she is interested in science, she should take more than one unit of science in high school and two or more years of mathematics; if she is interested in the study of language, she should take Latin as well as a modern language.

ADMISSION TO ADVANCED STANDING

Students who present credits from other accredited colleges whose courses of study are equivalent to those of Pennsylvania College for Women may be admitted to advanced standing without examination.

Candidates for admission to advanced standing will be given tentative standing which will be made permanent after the satisfactory completion of one year's work at Pennsylvania College for Women.

An applicant for admission to advanced standing should observe the following procedure:

1. File an application on a form to be secured from Pennsylvania College for Women.

2. Send a statement giving the reason for leaving the present college, the reason for choosing Pennsylvania College for Women, and indicating the major subject.
3. Have the college last attended send an official transcript of the work taken there up to the time of making application.
4. Send a marked copy of the catalogue of the college attended, indicating the courses for which credit is desired.
5. At the close of the semester when entrance is desired, have the college from which the student is transferring send:
 - (a) A final transcript of record.
 - (b) A statement of honorable dismissal.

Transfer students who are candidates for a degree must spend at least the senior year at Pennsylvania College for Women.

ADMISSION OF SPECIAL STUDENTS

Mature students who are not candidates for degrees may be admitted to classes for which their training and experience have qualified them. Such students may make arrangements for entrance by personal interview with the Registrar. They are subject to the same requirements governing courses as other students if they desire credit for the course taken. For special students in music see page 96.

Academic Procedures

GRADES

The letters A,B,C,D,F and E and I are used to designate academic standing. These grades have the following significance: A, distinguished performance; B, superior; C, generally satisfactory; D, satisfying course requirements and standards at a minimum level; F, performance too unsatisfactory to fulfill minimum requirements of the course.

The grade of E indicates that a re-examination is to be permitted because the accuracy of the first result is in question due to extenuating circumstances.

The grade of I is given when circumstances have prevented the student's completing all the work of the course. As in the case of the grade of E, the circumstances must be extenuating.

Neither the grade of E nor I may be allowed without the approval of the Registrar in consultation with the Dean.

The Registrar makes a report of grades to every student at the close of each semester. Duplicates of these reports are sent to the parents or guardians of freshmen and sophomores.

ATTENDANCE AT CLASSES

Every student is expected to attend all scheduled meetings of her classes unless prevented from doing so by illness or other equally good reason. The faculty places upon the students the responsibility for making up work missed through absence.

The Registrar's office sends the faculty notices of student excuses in following cases:

1. Those who officially represent the college
2. Those who have a death in the immediate family
3. Those who have an illness that is recorded by the nurse or the physician.

The faculty will place responsibility on students for all other absences.

No absences on the day immediately preceding or immediately following the Thanksgiving, Christmas, Mid-year, and Spring holidays will be permitted.

EXAMINATIONS

Course examinations are given at the end of each semester. In case of absence from a regular examination, unless the reason is illness, a student may not take the examination until the time set for special examinations in the spring or in the fall. She will then be charged a fee of five dollars.

REGISTRATION FOR CLASSES

Election of courses for the following year is made in the first week of May. Changes may be made during the first two weeks of each semester, on recommendation of the faculty adviser in consultation with the Dean. Changes made at any other time necessitate a special petition to the same authorities and the payment of a fee of one dollar.

SUMMER COURSES

Students wishing to receive college credit for summer courses must have **in advance** the approval of the Dean and the department concerned both for the courses to be

taken and for the college where such courses are to be taken. No credit will be given for summer courses carrying a grade of D.

TRANSCRIPTS

Graduates and students in good standing withdrawing before graduation are entitled to one complete statement of their college record without charge. A charge of one dollar will be made for every additional transcript.

DISMISSALS

The college reserves the right to exclude at any time a student who does not maintain the required standard of scholarship, or whose continuance in college would be detrimental to her health or to the health of others, or whose conduct is not satisfactory. Students of the latter group may be asked to withdraw even though no specific charge be made against them.

CONDITIONS AND FAILURES

See the sections, Grades, Dismissals, and Probation.

A student who is deficient in more than six hours of the required number of hours loses class standing at the end of the year and becomes unclassified until the deficiency has been removed. This ruling applies also to deficiencies caused by illness or transfer.

Credit for one semester of a year course will not be given except on recommendation of the instructor to the Dean.

PROBATION

A student who is conditioned in two courses at the end of a semester will be placed on probation. At the end of seven weeks her case will be reviewed and if she has shown marked improvement during that period, the probation will be removed. Otherwise, it may be continued through the semester. At the end of the semester the Committee on Academic Standing will then consider the advisability of the student's remaining in college. A student who is placed on probation may not take part in major extra-curricular activities. Other students may be placed on probation at any time if in the eyes of the Committee on Academic Standing their deficiency warrants it.

Financial Procedures

CHARGES AND EXPENSES

Since college catalogues are prepared a year in advance, it is impossible to foresee all the economic changes which may occur during that period. The college, therefore, reserves the right to alter charges and expenses. The following charges and expenses are for the academic year 1953-54.

FEES

APPLICATION FOR ADMISSION\$10.00

In cases in which a student is carrying six hours or less, the application fee is \$5. The application fee is not returnable and is not credited on any college bill.

Non-Resident Students

CHARGES FOR NON-RESIDENT STUDENTS FOR THE YEAR:

*Comprehensive Tuition	\$700.00
Student Activities Fee, including tax	30.00
	<hr/>
	\$730.00

PAYABLE:

Upon acceptance	\$100.00
On or before opening of College in September	350.00
On or before January 15	280.00
	<hr/>
	\$730.00

Students carrying nine hours or less will be charged at the rate of \$25.00 for each semester hour scheduled.

*The comprehensive tuition fee includes all the various charges for courses in laboratory sciences, physical education, practice teaching, applied art, stenography, typing, health fees, library fees, use of radio and practice rooms, graduation fees, etc. No additional fees will be charged except for private lessons in music, and such penalty charges as the \$5 late registration fee, special examination fees, and excess breakage in laboratory courses.

Resident Students

CHARGES FOR RESIDENT STUDENTS FOR THE YEAR:

*Comprehensive Tuition	\$ 700.00
Board and Room	850.00
Student Activities Fee, including tax	30.00
	<hr/>
	\$1580.00

PAYABLE:

Upon acceptance	\$ 100.00
On or before opening of College in September	800.00
On or before January 15	680.00
	<hr/>
	\$1580.00

The advance payment of \$100 for returning non-resident students must be paid by returning students by July 1. An advance payment of \$25.00 for returning resident students must be paid by April 15, and an additional \$75.00 by July 1. These advance payments ordinarily are not refundable.

The Student Activities Fee has been established by the Student Government Association and entitles each student to a copy of the annual yearbook, the issues of the student paper, as well as membership in the Student Government Association and Athletic Association, and admission to the college plays and Glee Club concerts.

Damage to college property will be charged to the student responsible.

*The comprehensive tuition fee includes all the various charges for courses in laboratory sciences, physical education, practice teaching, applied art, stenography, typing, health fees, library fees, use of radio and practice rooms, graduation fees, etc. No additional fees will be charged except for private lessons in music, and such penalty charges as the \$5 late registration fee, special examination fees, and excess breakage in laboratory courses.

MUSIC DEPARTMENT FEES

PRIVATE INSTRUCTION IN PIANO, ORGAN, VOICE,
VIOLIN, PER SEMESTER:

One hour lesson per week	\$90.00
One half-hour lesson per week	45.00
Class instruction in applied music	18.00
Teacher training in piano	18.00

For lessons in other instruments not specified, arrangements may be made with the chairman of the music department.

PAYMENT OF EXPENSES

Statements of accounts are mailed to the parent or guardian of the student one month before the beginning of each semester. Checks should be made payable to Pennsylvania College for Women and addressed to the Bursar.

Payments must be made on or before registration day. In no case may a student be admitted to final examinations until all obligations pertaining to that semester have been met in full. No exception will be made without written permission from the President of the College.

A student may be graduated, receive honorable dismissal, or receive a transcript of her college work only after all accounts with the college have been settled.

P.C.W. BUDGET PLAN

Since some parents prefer to pay tuition and other college fees in equal monthly installments during the year, P.C.W. is glad to offer this convenience through the Treasurer of the College. This arrangement may be used to take care of the expenses of either or both semesters and includes a charge of $3\frac{1}{2}\%$. If the plan of equal monthly installments is preferred, the necessary forms will be sent upon receipt by the college of such notification, which must be made by September 10, 1954.

Charges for students entering college the second semester will be one-half the stated rates for the college year.

Textbook and students' supplies may be purchased for cash in the book store.

In cases in which a scholarship has been awarded, one-half the scholarship will be applied each semester.

REFUNDS

Provisions by the college for its maintenance are made on a yearly basis; likewise, all college charges are for the full year. No reduction or refund of tuition will be made on account of absence, withdrawal, illness, suspension, dismissal or for any other reason. Tuition for private lessons in music is not subject to return or reduction.

If a student vacates her room in the dormitory before the end of the semester, no refund will be made until the vacancy has been filled by an incoming student. The date of withdrawal is the date on which the Dean is informed in writing of the fact by the parent or guardian.

SCHOLARSHIPS

A limited number of scholarships are available to freshmen and upper classmen who have maintained a high academic standing and who can show evidence that financial aid is necessary. The College administration realizes that scholarships are an honor to the student who receives them, but since only a limited number are available they cannot be given to those whose parents are able to finance their college course.

Students must reapply each year for scholarships. Applications are obtainable from the Registrar at an early date in the second semester.

COMPETITIVE SCHOLARSHIPS FOR FRESHMAN

A limited number of scholarships are available for entering freshman. These scholarships are awarded on the basis of examination, the school record and the personal qualifications of the candidate. The scholarships range in value from \$125 to \$750 per year depending on financial need and academic standing.

A personal interview is necessary in all cases before the scholarship is finally assigned. This interview should take place at the college whenever possible.

Applications for taking the competitive examination are to be filed in the office of the Director of Admissions.

SCHOLARSHIPS FOR UPPER CLASSMEN

A number of endowed scholarships and scholarships contributed by individuals and groups are open to outstanding students of the three upper classes. A considerable number of such scholarships are given also from current income. These scholarships are awarded on the basis of academic standing, character and financial need.

A few competitive scholarships are available in applied music. Examinations for these will be given in the spring or early in the first semester. Under this plan, scholarships are available for both class lessons and private lessons in applied music.

STUDENT WORK SCHOLARSHIPS

A limited amount of money is available for work scholarships to qualified students from any of the four classes in the college.

Students are given an opportunity to assist in the library, laboratories, dormitories, dining hall, and with clerical work. These scholarships are ordinarily renewed if the student maintains good academic grades, and is recommended by her supervisor.

SPECIAL SCHOLARSHIPS

THE STUDENT GOVERNMENT ASSOCIATION offers two scholarships of \$150 each as a memorial to the late Cora Helen Coolidge, for many years president of the college.

THE HELEN E. PELLETREAU SCHOLARSHIP FUND is a fund which has been raised by the Alumnae to establish a scholarship in honor of Miss Helen E. Pelletreau, for many years president of the college. At the present time four or five students each year receive scholarships from this fund. The fund has not yet been made up to the full amount necessary and contributions to it are earnestly solicited. They should be sent to Mrs. Silas A. Braley, Jr.; 347 Fairmont Ave., Pittsburgh 6. The scholarships are awarded for one year by the Scholarship Committee of the Alumnae Association.

THE MARY HAWES NEVIN SCHOLARSHIP fulfills a wish expressed by the late Mary Hawes Nevin, an alumna of the class of 1896. In 1900 her family gave a sum of \$6,000 to establish a scholarship to bear her name.

THE COLLOQUIUM CLUB SCHOLARSHIPS were established in 1919 by the Colloquium Club of Pittsburgh to promote and maintain the interest of the club in the growth of the college. The scholarships are awarded on recommendation of the Scholarship Committee of the club. Four scholarships of \$100 each are given every year.

THE JANE B. CLARK MEMORIAL SCHOLARSHIP: A scholarship fund was established in 1924 by a group of alumnae in the name of Jane B. Clark, a teacher for many years at Pennsylvania College for Women. The income from this fund is awarded annually to deserving students.

THE PITTSBURGH FEMALE COLLEGE ASSOCIATION MEMORIAL SCHOLARSHIP was established in 1927 as a perpetual memorial to the Pittsburgh Female College Association, and is to be given each year to a member of the junior class of outstanding rank who has also made a real contribution to the college life. This scholarship is awarded without regard for the financial need of the student.

THE CORA HELEN COOLIDGE MEMORIAL SCHOLARSHIP, given by the Pittsburgh Colony of New England Women, is awarded each year to a member of the freshman class. This scholarship is for \$250 and is given to a student for one year only.

THE MARY ROBBINS MILLER SCHOLARSHIP FUND was given by alumnae and friends of Mrs. Miller, a former Alumna trustee of the college. It provides an annual income which is available for students in any class.

THE JANET L. BROWNLEE SCHOLARSHIP: The alumnae of Dilworth Hall have established this scholarship in honor of Miss Janet L. Brownlee, the former principal of Dilworth Hall.

AMERICAN CHEMICAL SOCIETY, P.C.W. AFFILIATE CHAPTER offers a small scholarship each year to a student majoring in the field of chemistry.

THE FLORENCE KINGSBACHER FRANK SCHOLARSHIP: A scholarship was provided in 1940 in memory of Florence Kingsbacher Frank, a graduate of Pennsylvania College for Women in the class of 1913, by her family.

THE SOCIETY OF PENNSYLVANIA WOMEN IN NEW YORK at one time gave a complete scholarship each year. This had to be discontinued during the war. At present they are making a \$150 contribution to the scholarship fund.

THE PITTSBURGH CHAPTER, UNITED DAUGHTERS OF THE CONFEDERACY established in 1947 a \$100.00 Scholarship to be awarded a sophomore in the field of Kindergarten Training. The Scholarship will be continued through the junior and senior years if the student's academic standing is satisfactory.

THE PRESSER FOUNDATION SCHOLARSHIP is awarded by the Foundation annually to the college for a student of good character and satisfactory standing who needs financial help. At least one-third of her course work must be in music.

THE HARDY FUND was established in 1948, the income of which shall be used to assist deserving students in obtaining or completing their education.

THE MARY ACHESON SPENCER FUND, established in 1950 by numerous funds in honor of Mary Acheson Spencer, Class of 1883. The income is used for scholarship aid.

All of these scholarships are awarded subject to the approval of the Dean of the College, and the recipients must meet the college scholarship requirements.

SPECIAL FUNDS AND AWARDS

THE FLORENCE HOLMES DAVIS FUND was established in 1924 by the Alumnae as a memorial to Florence Holmes Davis of the Class of 1875. The income from this fund is used for the purchase of books for the Library.

THE ANNA RANDOLPH DARLINGTON GILLESPIE AWARD: A sum of money for this award was given in 1925. The award is to be given each year to a student who has been outstanding in her contribution and unselfish devotion to the college and to college activities.

THE CORA HELEN COOLIDGE FUND was left to the College in 1932 through the will of the late Cora Helen Coolidge, former President of the College. The income from this fund is to supply books for the Library.

THE HELEN IRWIN MacCLOSKEY FUND was established in 1933 in memory of Helen Irwin MacCloskey of the Class of 1898. The income from this fund is to supply books for the browsing room in the Library.

THE ANNA DRAVO PARKIN MEMORIAL HISTORY PRIZE was given in memory of Anna Dravo Parkin, a member of the class of 1936, by her grandmother, Mrs. Anna Dravo Parkin in 1935. This prize is awarded at Commencement time to a history major in the senior class.

THE PITTSBURGH DRAMA LEAGUE established in 1947 an award to be given each year in honor of Vanda E. Kerst to a student who has done outstanding work in Speech and Drama. The prize is \$25.00 and is to be awarded annually.

THE JOHN HANSON MEMORIAL ATHLETIC FUND: This fund was established in 1947. It provides for two awards of \$50.00 each to students who have proved by their all-around sportsmanship and satisfactory academic standing that they are entitled to recognition.

THE MARY ACHESON SPENCER LIBRARY FUND was established in 1947 in honor of the late Mary Acheson Spencer, an Alumna of the Class of 1883 and a member of the Board of Trustees. The income on \$5,000 is used for the purchase of books in the Library.

THE ANNA RANDOLPH DARLINGTON GILLESPIE ENDOWMENT FUND, established in 1948 by Miss Mabel Lindsay Gillespie in memory of her Mother. The income from this fund shall be used for any worthy project planned to enrich the academic program of the college.

THE MILHOLLAND BIBLE PRIZE established in 1948 in the memory of Sara Agnes Milholland, provides for \$30.00 each year to the student with the highest record of marks for Bible study.

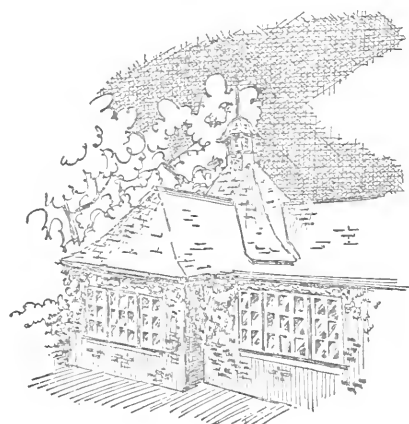
LOANS

The college maintains loan funds which have been established by the Alumnae Associations and by Lambda Pi Mu, the Social Service Club of the College. In addition class

groups and regional groups of alumnae have raised loan funds for students.

The alumnae of the H. C. Frick Training School for Teachers provide loans for college seniors through the Herbert Burnham Davis Memorial Loan Fund which they maintain. These loans bear no interest until one year after the graduation of the class to which the student belongs and are payable at any time after the graduation of the student. If the loan has not been returned at the end of the first year after graduation, interest at the rate of five percent is charged.





APPENDIX



Honors and Prizes

Honors announced at Honors Convocation, November 10, 1953, for those students having a cumulative average of 3.40 or above.

SENIOR HONORS

GINTERT, DELORES

SENIOR, BARBARA

McCOMBS, RAMONA

TINNEMEYER, JOYCE

POTTS, LOIS

YOUNT, PATRICIA

ZIONTS, ANN

JUNIOR HONORS

BAILEY, MARY

GRAHAM, NANCY

BRAUN, BARBARA

SCHNEIDER, ROSEMARIE

FRESHMAN HONORS

EVANS, BARBARA

GEYER, UTE

GEISLER, PATRICIA

McKEE, MARY JO

OWENS, JOELLA

HONORS AND PRIZES ANNOUNCED ON

MOVING-UP DAY, MAY 26, 1953

Anna Dravo Parkin Memorial History Prize...ALICE JEAN BERRY

Pennsylvania College for Women American Chemical Society,
 Affiliate Chapter AwardNAN NORRIS

Short Story Contest AwardMARGARET HARIG
 Honorable MentionCARYL ANNE HARRIS

Pittsburgh Drama League AwardNANCY McGHEE

Pittsburgh Female College Association Memorial Scholarship..
 JOANNE BRIDGES

The Anna Randolph Darlington Gillespie Award
 BARBARA SENIOR

The John Hanson Memorial Athletic Fund Awards
 AUDREY SHANABERGER
 NANCY MILLER

Awards by "Minor Bird," through popular vote for outstanding
 stories CORDELIA SOLES
 MARY IRENE MOFFITT

Religion Department AwardBARBARA STOKES

Art Department AwardANN HUTCHINSON

College AwardNANCY ANN HEGAN

Music Department AwardJEANNINE ENGLISH ABEL

Student Government Association Scholarship.....
 JOYCE TINNEMEYER

The Pittsburgh Kindergarten Teachers Association Award
 MARION SWEENEY

Foreign Student Award from Campus Chest...CHUNG WHA LEE

American Association of University Women Membership Award
 JOANNE BRIDGES

Pittsburgh Female College Association Award to highest ranking Junior DOLORES GINTERT

The Pennsylvania College for Women Alumnae Association Award AMY BOTSARIS

Medal given by the American Association of Teachers of Spanish for Scholarship in Spanish Studies... LOIS EHRHARD

Names in "Who's Who Among Students," 1952-53 Edition
..... ALICE JEAN BERRY
AMY BOTSARIS
JOANNE BRIDGES
JOAN FISCHER
LOIS GLAZER
MARCIA McDOWELL
ALICE SEDINGER

Degrees Conferred in June 1953

BACHELOR OF ARTS

Jeannine English Abel	Kathryn M. Litzenberger
Gretchen Ann Albright	Barbara Jean Logan
Eleanor Jane Bailey	Kay Coats Lynch
Diane Patricia Barratt	Barbara Ann MacDonald
Marjorie Mary Beard	Janet E. Marshall
Alice Jeane Berry	Jean Elaine Marzullo
Catherine Heinsbach Blasing	Marcia Ann McDowell
Amelia J. Botsaris	Nancy Ruth McGhee
Betty Lou Colborn	Claire E. McGrael
Marie Theresa Damiano	Helen Ann Means
Ann Orner Davidson	Madeline B. Miles
Eleanor Dolores Davis	Mary Irene Moffitt
Gretchen Greer Donaldson	Catherine Cornish Montgomery
Gwenllyan Joan Eynon	Jane Montgomery
Joan Fischer	Nancy Ann Moore
Cynthia Ann Spicer Fortanier	Shirley Ann Myers
Marion E. Gallup	Nancy Patterson
Janet Brunner Geiersbach	Sheila Faye Pearlman
Lois Glazer	Margaret Calverley Rodgers
Mary Jean Hague	Roberta Rascoe
Helen Paders Halpern	Priscilla Jean Sanford
Margaret Ann Harbison	Alice Mary Sedinger
Christine Hartman	Susan C. Smith
Sally Ann Hoffman	Cordelia June Soles
Nancy Kallgren Hofsoos	Barbara Dell Stokes
Sherrill L. Joyce	Jean M. Sweitzer
Alice Snook Kalla	Marie Blanche Timothy
Betty Jane King	Elaine M. Vincic
Sarah Elizabeth Lee	Marjorie W. Whitfield
Donna Bobette Lester	Mary Carol Williams
Joanne Lindenfelser	Joanne Kimmins Winslow

BACHELOR OF SCIENCE

Mana Eleanor Balter	Frances Anne Griffith
Joanne Bridges	Nancy Ann Hegan
Jean Elizabeth Dering	Janet Elizabeth McKain
Jane Mary Dumot	Gloria Dorothy Palmer
Nancy Fay Eisley	Jean Louise Ritchie
Thelma Mattia Fiori	Virginia Smalley Sweet
Elizabeth Mae Frantz	

BACHELOR OF SCIENCE IN EDUCATION

Sheila Clark Burke
Sara Jane Crum
Jean Rosemary Donaghue
Dorothy Laura Fraser
Diane Virginia Gray
Estheretta Marcus Kress
Nancy Joan Lutz

Frances Rebecca Rohrich
Esther Jean Schofield
Mary Milholland Sherrard
A. Jane Smith
Phyllis Hersh Spitz
Marilyn Janet VanderMay

BACHELOR OF SCIENCE IN NURSING EDUCATION

Nancy Jane Baker
Joan Esther Cole
Betty Jeanne Cornell

Katherine Jane Oellig
Sarah Jane Smyser
Ruth A. Washburn

BACHELOR OF MUSIC

Ann Orner Davidson
Mary Jean Hague

Joanne Kimmins Winslow

HIGH HONORS

Joanne Bridges

Barbara Jean Logan

HONORS

Jeannine English Abel
Alice Jean Berry
Jane Mary Dumot
Nancy Fay Easley

Joan Fischer
Alice Snook Kalla
Catherine Cornish Montgomery

Students in 1953-54

CLASS OF 1954

ALLIAS, ISABELLE	Springdale
ANDERSON, MARY	Pittsburgh
APPLEBAUM, MARILYN	Pittsburgh
BAILEY, SALLY	Pittsburgh
BEARD, HAZELL	Manhasset, N. Y.
BICKMORE, MARILYN	Pittsburgh
BISHOP, EUGENIA	Wheeling, W. Va.
BOEKLEN, NANCY	Pittsburgh
BOLGER, BARBARA	Sewickley
BRADLEY, LOIS	Pittsburgh
BROWN, JOAN	Pittsburgh
CAMPBELL, LINDA	Canonsburg
CARSON, MARGARET	Oakdale
CASTLE, ANNE	Pittsburgh
CLARK, PATRICIA	Clairton
CLEMSON, DORRIS	Camp Hill
CONNER, MARTHA	Kewanee, Ill.
COLEMAN, MARY KATHERINE	Beaver Falls
CORBA, GERALDINE	Pittsburgh
CROW, HELENE	Brownsville
FINGAL, NANCY	Pittsburgh
FROST, MARLINE	Pittsburgh
FUELLENWORTH, ANNE	Pittsburgh
DUNCAN, ELSA	Front Royal, Va.
GAGE, ELSIE	Williamsport
GINTERT, DELORES	University Heights, Ohio
HAMMER, LAURA	Conneautville
HARIG, MARGARET	Pittsburgh
HARTMAN, SHIRLEY	Washington
HASAPES, GEORGEANN	Homestead Park
HAUSER, DOROTHY	Pittsburgh
HEINER, PATRICIA	Pittsburgh
HEMPHILL, NANCY	Tarentum
HENDRICKS, MARY ANN	Altoona
HIRSHBERG, CAROLYN	McKeesport
HOLROYD, JOHANNA	Cranford, N. J.
HOPKINS, NANCY	Pittsburgh
HULSE, JEAN	Pittsburgh
HUTCHINSON, ANN	Scarsdale, N. Y.
JACKSON, MARY ALICE	Pittsburgh
KOERNER, JOAN	Pittsburgh
LEGROS, JACQUELINE	Willoughby, Ohio

MALLOY, BARBARA	Altoona
MATVEY, MARY	Pittsburgh
McCOMBS, RAMONA	Pittsburgh
MILLER, JANE	Pittsburgh
MILLER, MARJORIE	Pittsburgh
MILLER, NANCY	Philadelphia
MORGAN, MARGARET	Sharon
NORRIS, NAN	Pittsburgh
ORR, MARION	Oakmont
OTTINO, ANGELA	Clarksburg, W. Va.
PETERS, CHRISTINE	McKeesport
PETERSON, SALLY	Corydon
PLOTTEL, ANN	Pittsburgh
POTTS, LOIS	Washington, D. C.
RAJAN, PREMA	India
REARIC, RICKI	Ellwood City
RICHARDS, MARIE	Pittsburgh
ROSSER, HARRIET	Narberth
ROWLAND, MARILYN	Pittsburgh
ROWLETT, JANE	Manhasset, N. Y.
SABISH, MERCEDES	Pittsburgh
SANTISTEBAN, MIRIAM	Pittsburgh
SAUL, CHARLOTTE	Pittsburgh
SAVAS, HELEN	Pittsburgh
SENIOR, BARBARA	Hendersonville
SHANABERGER, AUDREY	Uniontown
SHATTO, BARBARA	Sharon
SHERRY, LOIS	Pittsburgh
SIMPSON, JANE	Dorora
SNEATHEN, VICTORIA	Pittsburgh
SPOA, ROSE	Ellwood City
STARZYNSKI, ROBERTA	Pittsburgh
STILLEY, MARILYN	Homestead
SZYMANSKE, CHRISTINE	Dorona
TARTICH, MARYANNE	Pittsburgh
THOMPSON, LOIS	Flushing, N. Y.
TINNEMEYER, JOYCE	Pittsburgh
TREVASKIS, JO ANN	Pittsburgh
WERNER, NANCY	Kittanning
WILLIAMS, BARBARA	Garden City, N. Y.
WILLIAMS, NANCY	Pittsburgh
WRAGG, KATHARINE	Pittsburgh
YOUNG, BARBARA	Lancaster
YOUNT, PATRICIA	Pittsburgh

CLASS OF 1955

AMENT, DIANE	Pittsburgh
AVERS, CATHERINE	Cumberland, Md.

BECK, SARAH	Pittsburgh
BIGG, DOROTHY	Latrobe
BLUMBERG, SANDRA	Glencoe, Ill.
BOYCE, NANCY	Chicago, Ill.
BRAUN, BARBARA	Oakmont
CAMPBELL, MARILYN	Pittsburgh
CARROLL, ELEANOR	Uniontown
CARROLL, PHYLLIS	Aliquippa
CASE, ROSALIND	Doylestown
COHEN, ANN	Chevy Chase, Md.
CRANE, GAYLE	Coraopolis
CUNNINGHAM, LINDA	Zelienople
DICKINSON, WINIFRED	Pittsburgh
DONAGHUE, MARY ELLEN	Pittsburgh
EHRHARD, LOIS	Glenrock, N. J.
EVANS, JOAN	Columbus, Ohio
FAWCETT, ELIZABETH	Pittsburgh
FEE, ANGELA	Uniontown
FEICK, JO ANNE	Pittsburgh
FOLLETT, NANCY	Oak Park, Ill.
GHIATES, ZOE	Greenville
GILPIN, LOIS	Mechanicsburg
GLAZER, MARCIA	Pittsburgh
GOTTESMAN, ETHEL	New Rochelle, N. Y.
GRAHAM, ELIZABETH	Somerset
GRAHAM, JEAN	Library
GRIMES, LAVINIA	Portsmouth, Ohio
HARRIS, ANNE	Mercersburg
HILL, MARILYN	Indiana
HIXENBAUGH, LORRAINE	Pittsburgh
HOY, JANET	Oakmont
HOY, JOANNE	Oakmont
IRWIN, MARY JO	Pittsburgh
KANN, MARY JANE	Oil City
KELLEY, BARBARA	West View
KIBLER, MARIE	Pittsburgh
KIMBALL, JANET	Pittsburgh
KING, DOROTHY	Warren, Ohio
KIRK, PATRICIA	Pittsburgh
KNAPPER, MARY JANE	Pittsburgh
KOEHLER, MARY CATHERINE	Glenshaw
KOLLER, CLAIRE	Pittsburgh
LEE, BARBARA	Pittsburgh
LENHARDT, MARY	Norristown
LEVISON, RUTH	McDonal
LOWENTHAL, LOUISE	Highland Park, Ill.
McCORMICK, PATRICIA	Pittsburgh
McDONOUGH, REGINA	Pittsburgh

McGIVERN, MARY	Coraopolis
MILLER, BARBARA	Youngstown, Ohio
MONAHAN, JOAN	Flushing, N. Y.
MOSELY, MARY KATHRYN	Pittsburgh
MOUNTS, MARJORIE	Library
MULVIHILL, LESLIE	Pittsburgh
NORBERG, CARLA	Irwin
OBERHEIM, RUTH	Pittsburgh
OLSAVICK, DELORES	Pittsburgh
PARKER, BARBARA	Pittsburgh
PIGGOSI, MARITA	Bridgeville
POLLOCK, CLARICE	New York, N. Y.
REYNOLDS, NANCY	Johnstown
SANNER, MARY KAY	Pittsburgh
SEIPLE, SALLY	Lancaster
SETTINO, MARY JO	Sharpsburg
SMITH, NANCY	Pittsburgh
STERN, HELEN	Tarentum
STOCKING, BARBARA	Pittsburgh
SWEENEY, MARION	Pittsburgh
THORNE, MARIANNE	Pittsburgh
WAGNER, BARBARA	Gibsonia
WALKER, NANCY	New Bethlehem
WARNER, JOANNA	Baden
WIETRZYNSKI, BARBARA	Pittsburgh

CLASS OF 1956

ALBRIGHT, JANE	Holidaysburg
ANDERSON, PATRICIA	Pittsburgh
ANISH, RONNA	Pittsburgh
BAROFSKY, LORRIE	Pittsburgh
BAUM, ELAINE	Washington, D. C.
BEALE, SUE	Warren, Ohio
BRICE, MARYANN	Pittsburgh
BROWN, JOANNE POPPLE	Pittsburgh
COCHRAN, JOANNE	Edgewood
CRAWFORD, CAROLE	New Kensington
CRISSEY, CAROL	Geneva, Ill.
DAEHNERT, MARLENE	Pittsburgh
DAVIS, CAROL	Nutley, N. J.
DAWSON, JO ANN	Monessen
DeLANEY, BARBARA	Pittsburgh
DIAL, NANCY	Welleston, Ohio
DILLEY, NANCY	Greenville
DOBKIN, SYLVIA	Wheeling, W. Va.
DOUDS, ROBERTA	Aliquippa
DOUGLAS, BARBARA	Pittsburgh

DUPNAK, LINDA	Pittsburgh
EGRY, PATRICIA	Forest Hills, N.Y.
ELLINGER, CAROL	Pittsburgh
EVANS, BARBARA	Pittsburgh
EVANS, BARBARA JANE	Harrisburg
EVANS, SUZANNE	Pittsburgh
FLOYD, MARGARET	Pittsburgh
FOSSEE, ROSE	Pittsburgh
FULLER, MARY	Coraopolis
GARLAND, RUTH	Pittsburgh
GOLDSTOCK, MARCIA	Pittsburgh
GRAUL, SHELIA	Pittsburgh
GROTTA, JANE	New Rochelle, N.Y.
HADFIELD, JINNY	Fort Sill, Okla.
HAMMONDS, JOANNE	Youngstown, Ohio
HANNON, NANCY	Washington
HAWTHORNE, ANN	Pittsburgh
HECKMAN, SANDRA	Vandergrift
HILL, JANICE	Pittsburgh
IRWIN, MARY	East Liverpool, Ohio
JENKINS, SHIRLEY	Pittsburgh
JOHNSON, CAROLINA	Chevy Chase, Md.
KATZ, LOIS	Pittsburgh
KELLERMAYER, NANCY	Wheeling, W. Va.
KIESEWETTER, JOYCE	Cliffside Park, N. J.
KNOX, BETTY	Greensburg
KOMLYN, BARBARA	Pittsburgh
KOVAL, CAROLE	Homestead Park
KOVALOVSKY, MARTHA	Pittsburgh
KRAMER, JANET	Pittsburgh
KURTZ, REBECCA	Pittsburgh
LATSHAW, MARION	Hampton, Va.
LEE, CHUNG WHA	Pusan, Korea
LEVY, LOIS	Pittsburgh
MAPP, CAROLINE	Manhasset, N. Y.
MARGOLIS, SARA	Uniontown
MARKS, DAISY	Pittsburgh
MARR, MARJORIE	Mt. Vernon, N. Y.
MCKEE, MARY JO	Wheeling, W. Va.
MEADOWS, PEGGY	Grove City
MEANOR, CAROLE	Coraopolis
MEYER, NANCY	Pittsburgh
MILES, MARILYN	Pittsburgh
MILLER, ELIZABETH	Longmeadow, Mass.
MUSSON, ELM	Katonah, N. Y.
NARDULLI, GRACE	Glenshaw
PALERMO, FRANCES	Buffalo, N. Y.
PATTISON, MARGARET	Pittsburgh

PITASKY, JUDITH	Trenton, N. J.
PYSH, ROSEMARIE	Carnegie
REED, ELIZABETH	Lakeview, N. Y.
RIDER, VIRGINIA	Uniontown
ROH, BARBARA	E. Orange, N. J.
ROSE, DANA	Pittsburgh
ROSENBACH, JOYCE	Pittsburgh
ROTHMAN, ESTHER	Pittsburgh
ROY, SALLY	Somerset
SANNER, MARY KAY	Pittsburgh
SAWYER, BARBARA	Pittsburgh
SCHMITT, CAROLE	Cleveland Hts., Ohio
SCHWARTZ, BARBARA	Pittsburgh
SCOTT, SUE	Washington
SHAW, SALLY	New Alexandria
SHERIFF, SANDRA	Ingram
SIEGEL, ESTRETTA	Pittsburgh
SINGER, PATRICIA	Pittsburgh
SIVITER, MARGARET	Pittsburgh
SMALLWOOD, MARILYN	Wyomissing
SPARKS, CHARLENE	Pittsburgh
STERLING, JOANNE	Titusville
STOLLEY, CAROL	Rego Park, N. Y.
TOPLEY, BETTE	East McKeesport
TUCKER, CYNTHIA	Newark, Ohio
WAID, MARILYN	Warren, Ohio
WALLACE, NANCY	Pittsburgh
WALTER, CLAIRE	Alexandria, Va.
WANDERER, JUDITH	Bethel, Conn.
WEINHOLD, JOAN	Pennington, N. J.
WEISE, SARAH	Bridgeville
WHITE, PATRICIA	Pittsburgh
WILKINSON, JOAN	Manhasset, N. Y.
WILLIAMS, CAROLE	McKeesport
YANSON, SARA	Pittsburgh
ZIERNER, SHIRLEY	Mexico, D. F.

CLASS OF 1957

AEBERLI, SARAH	Pittsburgh
ASCHE, BARBARA	Beaver Falls
AVERY, BARBARA	Bradford
BACKES, BETTY	Glenview, Ill.
BACKUS, LYNN	Toledo, Ohio
BAKER, KEAY	Tarentum
BECK, CAROL	East McKeesport
BELL, COYLA	Pittsburgh
BELLAS, THEODORA	Wellsburg, W. Va.

BERMAN, DEBRA	Washington
BIRD, VIRGINIA	Wheeling, W. Va.
BOWERS, REBECCA	Point Marion
BOYLE, CYNTHIA	McKeesport
BRODY, ANN	Pittsburgh
BRONAUGH, REBECCA	Belpre, Ohio
BUTTERMORE, BARBARA	Bridgeville
CANNON, NANCY	Warren
CHERRY, GRACE	Sewickley
CHRONIS, PENNY	Pittsburgh
CLARE, OLGA	Panama
COHEN, BELLE	New Rochelle, N. Y.
COHN, JILL	New York, N. Y.
CONAWAY, GAYLE	Pittsburgh
CRISMAN, NANCY	Pittsburgh
DAVIS, HELEN	Fitchburg, Mass.
DE NOE, ELIZABETH	Tenafly, N. J.
DEVINE, DOROTHY	Pittsburgh
DIECKMANN, DOROTHY	Wheeling, W. Va.
DILL, NANCY	Sewickley
DOWNING, PATRICIA	Pittsburgh
DUHL, JANET	Great Neck, N. Y.
DULL, JOYCE	Connellsville
DUNLAP, JEANIE LU	Pittsburgh
EAGLESON, MARY JANE	Pittsburgh
EDWARDS, LORETTA	Cuyahoga Falls, Ohio
ELLIOTT, MARY	Warren
FELDMAN, NAN	Philadelphia
FELDMAN, SUSAN	Woodmere, N. Y.
FELSEN, JILL	New York, N. Y.
FERGUSON, SARA	Uniontown
FERRARA, AMY	Tenafly, N. J.
FERTEL, MARY ELLEN	Brooklyn, N. Y.
FERTEL, MYRA	Brooklyn, N. Y.
FINESHRIBER, BARBARA	Philadelphia
FLEMING, PAULA	Princeton, N. J.
FREES, CAROL	Havertown
GALLEY, NANCY	Vanderbilt
GELLMAN, NANCY	Duquesne
GILBERT, SANDRA	Larchmont, N. Y.
GILL, MARILYN	Pittsburgh
GLAUBER, EVE	Forest Hills, N. Y.
GLUCKMAN, JUDITH	Great Neck, N. Y.
GOLDMAN, CONSTANCE	Philadelphia
GOLDMAN, JANICE	Pittsburgh
GOLDSMITH, BETTY JO	Hewlett, N. Y.
GOODNELL, BARBARA	Pittsburgh
GORDON, BETTY	Flushing, N. Y.

GRADY, MARILYN	Baldwin, N. Y.
GRIFFITHS, CONNIE	Pittsburgh
GRIM, CAROL	Munhall
GROSS, SUSAN	South Orange, N. J.
HECKEL, LOIS	Pittsburgh
HEWLETT, PATRICIA	Pittsburgh
HONIG, HANNAH	Pittsburgh
IANNUZZO, KATHRYN	Greensburg
JACKOWITZ, RUTH	Neponsit, N. Y.
JOHNSON, VAL KAY	Tarentum
KAESTNER, PHYLLIS	Manhasset, N. Y.
KARPEN, JUDY	Brownsville
KETTLE, NANCY	Hopewell, N. J.
KILLEN, MARY LINDA	Pittsburgh
KINGHAM, NANCY	Pittsburgh
KLIENBERG, JUDITH	Pittsburgh
KOHN, JUDITH	Pittsburgh
KRAYER, ELIZABETH	Pittsburgh
KREGAR, JANICE	Pittsburgh
LADISH, VIRGINIA	Aliquippa
LA ROZA, CAROL	Westfield, N. J.
LA RUE, CAROL	Canfield, Ohio
LIEBMAN, SHIRLEY	Greensburg
LIPSCHER, HARRIET	Wheeling, W. Va.
LISMAN, SHIRLEY	Kingston
LONG, JOAN	Canonsburg
MacNAUGHTON, MARY	Bronxville, N. Y.
MADSON, BARBARA	Pittsburgh
McGEE, ALICE	Clairton
McNAMARA, TERRY	Canonsburg
MEARS, MARLYN	Bolivar
MECKING, JUDITH	Freeport, N. Y.
MEYER, KATHY	Woodcliffe Lake, N. J.
MILLER, GAIL	Pelham Manor, N. Y.
MILLER, JACKIE	Pittsburgh
MLAY, MARIAN	Pittsburgh
MOONEY, BLANCHE	Pittsburgh
NAGY, AUDREY	Pittsburgh
NELSON, MARCIA	Bemus Point, N. Y.
NEWTON, SALLY	Lancaster
O'NEILL, DOLORES	East McKeesport
OPPENHEIMER, DORIS	South Orange, N. J.
PAOLI, GISELA	Yauca, Puerto Rico
PATTERSON, IRENE	Pittsburgh
PATTIE, JANE	Gates Mills, Ohio
PERUTZ, MONICA	New York, N. Y.
POOLOS, MAGDELEN	Greenville
RAPE, SALLY	Canonsburg

REIS, CAROL	Clairton
ROSENBERG, MARCIA	Pittsburgh
ROSENSTOCK, CAROLE	Mt. Vernon, N. Y.
RUBEN, STEPHANIE	Pittsburgh
RUCH, COLLEEN	Harrisburg
RUSSELL, ELIZABETH	Brookline, Mass.
SCHMIDT, SALLY	Indianapolis, Ind.
SCHMITT, MARY ANN	Donora
SCHULTE, MILDRED	Pittsburgh
SCHWARZ, PEGGY	New York, N. Y.
SCOTT, ANN	Piqua, Ohio
SCOTT, BARBARA	Sewickley
SCOTT, DOROTHY	Tenafly, N. J.
SEKEDY, BETTY	Shaker Heights, Ohio
SENOFF, ROSE	Trenton, N. J.
SERPHOS, MARGARET	New Rochelle, N. Y.
SHOCK, JUDY	Baldwin, N. Y.
SKINNER, ELEANOR	Lansdowne
SLOAN, BARBARA	Pittsburgh
SMITH, CLAUDETTE	Baltimore, Md.
SMITH, MARGARET	Pittsburgh
SPARK, CAROLYN	McKees Rocks
SPEERHAS, ALTHEA	Beaver
STERN, ROSALIE	Milford, Conn.
STEVENS, SHEILA	Fairfield, Conn.
STOCKER, JANE	Coraopolis
TAUB, JOAN	New York, N. Y.
TEETERS, NANCY	Glenshaw
VALENTINE, MARLENE	Philadelphia
VOGEL, CAROL	Pittsburgh
WAINWRIGHT, LA VAUGHN	Pittsburgh
WEITSMAN, RHODA	Great Neck, N. Y.
WENNERSTEN, JOYCE	Pittcock
WILLS, ELEANOR	New Kensington
WILNER, LYNN	Pittsburgh
WOODS, JUDY	Lucas, Ohio
YANKO, ANN	Berwick
YARTZ, SUSAN	Erie
ZORETICH, CAROL	Monessen

STUDENT NURSES NOT IN RESIDENCE

Mary Bailey	Gretchen Elchlepp
Yvonne Brooks	Janet Schmults
Jill Burnham	Sonya Klein
Ardeth Criss	Pat Miles
	Suzanne Klopp

ENROLLMENT SUMMARY

Seniors	82
Juniors	74
Sophomores	103
Freshman	144
Special Students	15
Student Nurses not in residence	9
Total number of students	427

Alumnae

The Alumnae Association of Pennsylvania College for Women was organized in 1876. In January, 1926, an office was established at the college and a part-time secretary employed. In 1946 the position of Alumnae Secretary became full-time. The Executive Board of the association meets monthly and there are two regular meetings of the association every year in October or November and the Saturday preceding Commencement.

Each year the association gives several scholarships to the college and maintains a small loan fund to assist worthy students. In 1935 the association adopted the Alumnae Fund system in place of the older method of collecting fixed dues. As a result of this plan, the Alumnae have been able to make a substantial gift to the college each year.

"The Alumnae Recorded," containing news of the college and its graduates and "The Alumnae Register" are issued by the association at appointed intervals.

OFFICERS

ANNE McCULLOUGH FREY	President
CORA MAY INGHAM BALDWIN	First Vice President
JANET MURRAY NEWTON	Second Vice President
ELLEN CONNOR KILGORE	Treasurer
BETTY FORNEY BENNER	Recording Secretary
VIOLA SMITH	Corresponding Secretary
CATHERINE SAYERS	Alumnae Trustee

ALUMNAE CLUBS

CHICAGO—Mrs. Robert W. Harris (Barbara Whiteside, '50), 536 West Maples, Hinsdale, Ill.

CLEVELAND—Mrs. Kenneth Horsburgh (Ruth Jenkins, '45), 1445 Blackmore Rd., Cleveland 18, Ohio

BOSTON—Mrs. D. J. Bailey (Margaret L. Matheny, '42), 175 Islington Rd., Auburndale 66, Mass.

DETROIT—Miss Imogene Armstrong, '20, 2933 W. Chicago Blvd., Detroit, Mich.

GREENSBURG—Miss Margaret Anderson, '42, 600 Mace St., Greensburg, Pa.

McKEESPORT—Mrs. Frank A. Leonardo (Marie Perrone, '32), 803 Lincoln Highway, East McKeesport, Pa.

NEW YORK—Long Island—Alice Kells, '47, 3901 Douglaston Parkway, Douglaston, L. I., N. Y.; Mrs. Thomas J. Patterson (Nancy Wilson, '40), 50 Crescent Ave., Roslyn Heights, L.I., N. Y.
Westchester—Mrs. Cameron Brown (Katrina Utne, '36), Spring Valley Rd., R. D. #1, Ossining, N. Y.

PHILADELPHIA—Mrs. John E. Yingling (Margaret Suppes, '43), 613 Academy Rd., Swarthmore, Pa.

SOUTHERN CALIFORNIA—Mrs. Wallace H. Little (Julia Kadlecik, '26), 1852 E. Duarte Rd., San Gabriel, Calif.

WASHINGTON, D. C.—Mrs. Harry W. Rankin (Joan C. Myers, '42), 4347 Fessenden St. N. W., Washington, D. C.

PITTSBURGH REGIONAL GROUPS

MT. LEBANON-DORMONT—Mrs. Allan B. Schall (Martha McFall, '45), 121 Mt. Lebanon Blvd., Pittsburgh 28, Pa.

NORTH DISTRICT—Mrs. David H. Boyd (Lois Kramer, '38), 9 Penhurst Road, Ben Avon Heights, Pittsburgh 2, Pa. Mrs. David E. Benner (Ruth Demmler, '42), 21 Courtney St., Pittsburgh 8, Pa.

NORTH SUBURBAN—Mrs. Harry G. Stoebener (Wilma Moore, '48), Middle Rd., R. D. #2, Allison Park, Pa.

POINT BREEZE-HOMEWOOD—Mrs. William Guy (Mary Jane McCutcheon, '38), 418 Bucknell St., Pittsburgh 8, Pa.

SHADYSIDE—Miss Martha Kroenert, x'14, 14 Bouquet St., Pittsburgh 13, Pa.

SOUTH HILLS—Miss Jane Viehman, '40, 2947 Brevard Ave., Pittsburgh 27.

WILKINSBURGH—Mrs. Campbell Moses, Jr. (Lois Haseltine, '37), 174 Crescent Hill Rd., R.D. #1, Pittsburgh 35, Pa.

BUSINESS WOMENS—Miss Helen E. Ryman, '24, 50 Academy Ave., Pittsburgh 28, Pa.

ALUMNAE REPRESENTATIVES

To give information about Pennsylvania College for Women in communities distant from Pittsburgh, to confer with prospective students and their parents, and to assist the college in selecting the most desirable applicants from their own localities, Alumnae Representatives have been appointed by the college in the following states and districts:

CALIFORNIA—Mrs. John Alden Randall (Marjorie Chubb, '38), 1235 Wellington Ave., Pasadena.

CONNECTICUT—Mrs. A. Henry Moses (Mary Katherine Rodgers, '35), 187 N. Quaker Lane, West Hartford.

DISTRICT OF COLUMBIA—Mrs. Harry W. Rankin (Joan C. Myers, '42), 4347 Fessenden Street N.W., Washington.
Mrs. Norman P. Reickley (Ruth Berkey, '34), 905 Wayne Street, Arlington, Virginia.

FLORIDA—Mrs. E. S. Volkwein (Sarah F. Marks, '38), Box 98, Ortega, Jacksonville.

GEORGIA—Mrs. James G. Stephenson (Jane Willard, '28), 529 Collier Road N.W., Atlanta.

INDIANA—Mrs. Ralph S. Holland (Elizabeth Hewitt, '27), 4266 Bowman St., University Heights, Indianapolis.

KENTUCKY—Miss Augusta Rogers, '19, Catlettsburg.

MASSACHUSETTS—Mrs. Risher Dunlevy (Frances Ray, '27), 120 Stedman Street, Brookline.

MICHIGAN—Miss Imogene Armstrong, '20, 2933 W. Chicago Boulevard, Detroit.
Miss Clara D. Osgood, '28, 138 Glendale Highland Park, Detroit.

NEW JERSEY—Mrs. C. Marshall Muir (Mary J. Shane, '25), 9 South Munn Avenue, East Orange.

Mrs. Henry A. McCracken (Eleanor Fulton, '26), 324 Park Avenue, Newark.

NEW YORK—Mrs. Charles W. Baldwin (Cora May Ingham, '32), 18 Poplar Street, Douglaston, Long Island.

Mrs. Frank Proctor, Jr. (Helen Birmingham, '35), Scarsdale Manor, Scarsdale.

OHIO—Mrs. J. Byers Hays (Charlotte Hunker, '18), 2341 Delaware Road, Cleveland Heights.

PENNSYLVANIA—Mrs. Charles Noyes (Martha Crandall, '17), R.D. No. 2, Butler.

Mrs. John Rial (Martha Jane Gerwig, '37), Walnut Street, Greensburg.

Mrs. Pierce Gilbert (Virginia Wilcox, '20), 407 Park Avenue, Swarthmore.

Mrs. E. J. Thompson (Harriet Barker, '23), 911 Presqueisle Street, Phillipsburg.

Mrs. Neil K. Culbertson (Martha Branch, '37), 308 Fourth Avenue, Warren.

Miss Margaret D. Jefferson, '31, 313 N. Wayne Avenue, Wayne.

WEST VIRGINIA—Mrs. Millard Sisler (Florence Keys, '12), 301 Wagner Road, Morgantown.

Mrs. William H. Coston (Henrietta Spelsburg, '28), 187 East Pike Street, Clarksburg.

THE ALUMNAE COUNCIL

The Alumnae Council is composed of Alumnae members of the College Board of Trustees, members of the Executive Board, Chairmen of all committees, the appointed Alumnae Representatives, members from each alumnae class and alumnae club as well as a limited number of associate alumnae.

A conference is held at the college the week-end before the P.C.W. spring vacation.

The purposes of the council are to keep alive the loyalty of alumnae and enlist their active interest in and support of their alma mater, to keep in close touch with the administration of the college and communicate to the alumnae the progress and needs of the college, and to formulate recommendations to be presented at the June meeting of the Alumnae Association for the adoption of policies which will promote the best interests and welfare of the Alumnae Association and Pennsylvania College for Women.

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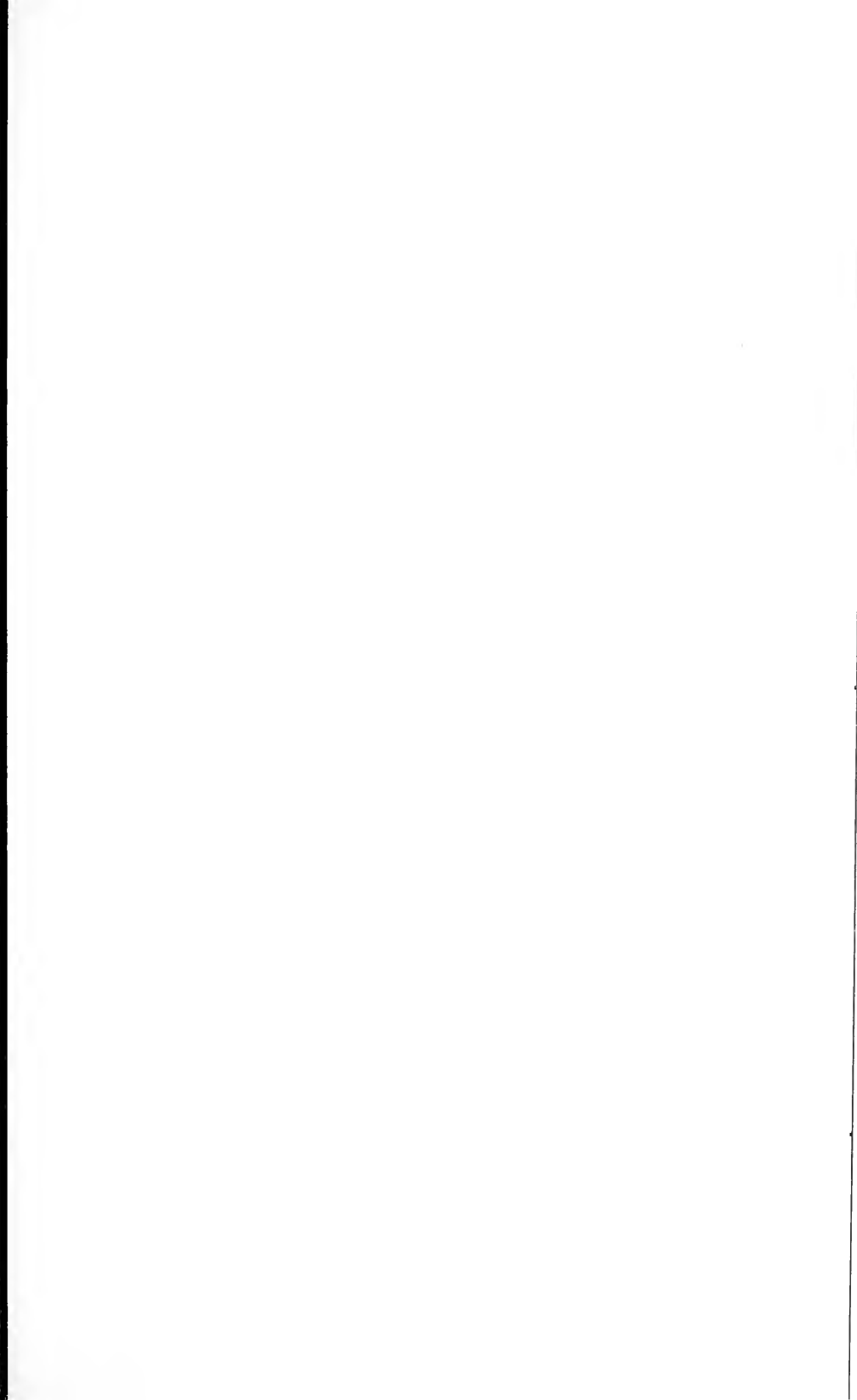
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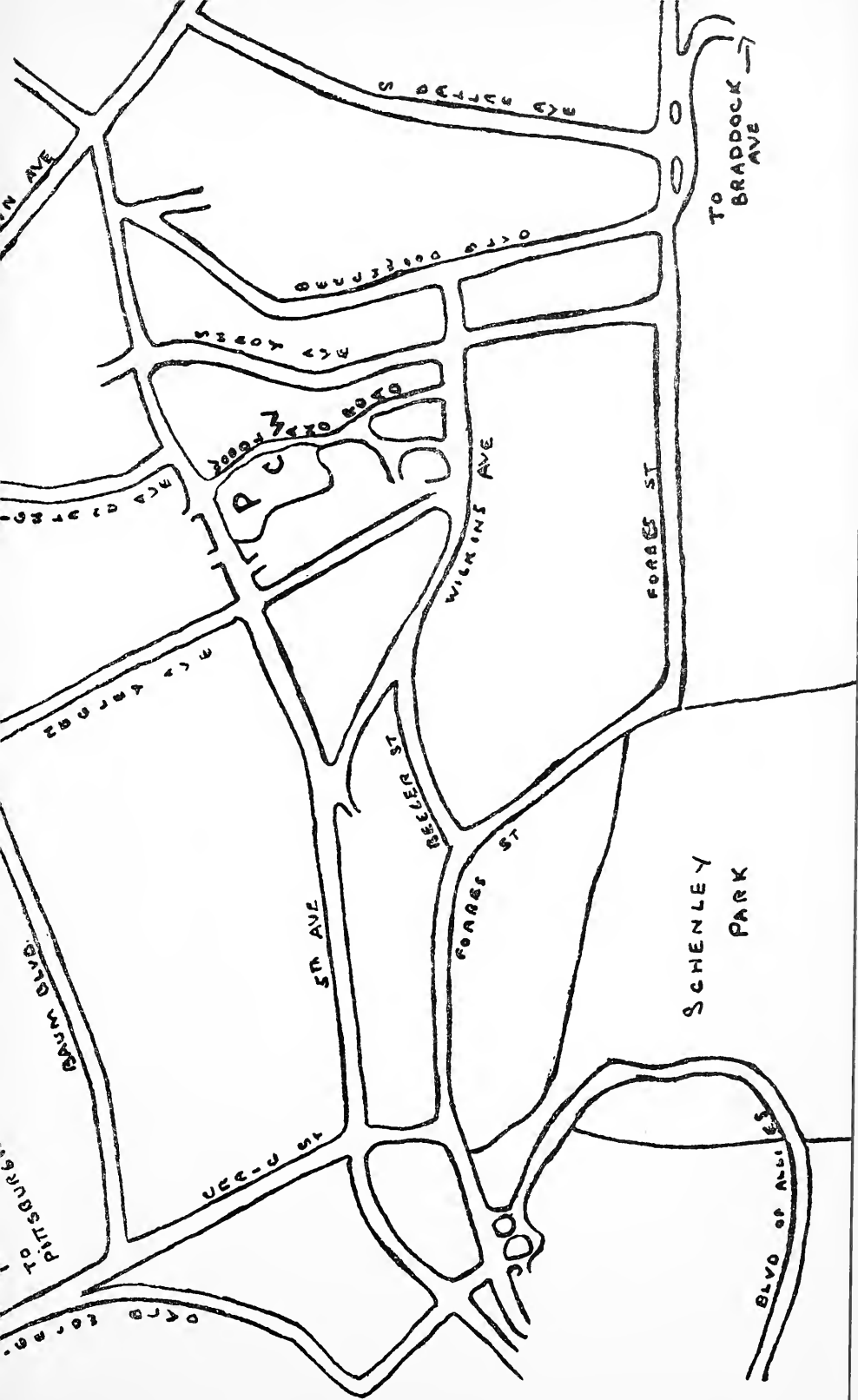
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HOW TO GET TO P.C.W.

The college is within a twenty minute taxicab distance from downtown Pittsburgh and the railway stations, and approximately one hour from the airport. Students arriving by train from the East would do well to leave the train at the East Liberty station, which is near the college. Driving to the college from the East, it is advisable to turn off the Pennsylvania Turnpike at the Pittsburgh interchange and follow Route 22 to the Penn-Lincoln Parkway. Continue on the Parkway to the Braddock Avenue interchange then follow Braddock Avenue to Forbes Street. Turn right on Forbes Street then turn right again off Forbes on to Beechwood Boulevard. Continue on the Boulevard to Fifth Avenue, turn left on to Fifth and the college entrance is approximately three blocks on the left. Driving to the college from downtown Pittsburgh, the best route is out Bigelow Boulevard, down Baum Boulevard to Negley Avenue. Turn right on Negley and continue to Fifth Avenue. Turn left on Fifth and the college entrance is approximately three blocks on the right.



BULLETIN OF

PENNSYLVANIA COLLEGE FOR WOMEN

CATALOGUE NUMBER

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No. 2

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OF
PENNSYLVANIA
COLLEGE FOR
WOMEN

Catalogue Number



Woodland Road
Pittsburgh 32, Pennsylvania

September, 1954

Calendar

1954							1955							1956						
JULY							JANUARY							JULY						
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College Calendar

ACADEMIC YEAR 1954-55

Freshman Orientation begins Sunday, September 12
Registration for Upperclassmen 9:00 a.m.-5:00 p.m., Thursday
September 16
Registration for Freshmen. 9:00 a.m.-3:30 p.m., Friday, September 17
Opening of 84th Academic Year. . 8:30 a.m., Monday, September 20
Thanksgiving Holiday 2:20 p.m., Wednesday, November 24 to
8:30 a.m., Monday, November 29
Christmas Vacation 2:20 p.m., Friday, December 17 to
8:30 a.m., Tuesday, January 4
Dorms close 5 p.m., Friday, Dec. 17
Dorms re-open 2 p.m., Monday, Jan. 3
Study Day Thursday, January 20
Mid-Year Examinations Friday, January 21 through Friday,
January 28
Second semester begins 8:30 a.m., Monday, January 31
Spring Vacation 2:20 p.m., Friday, March 25 to
8:30 a.m., Tuesday, April 12
Dorms close 5 p.m., Friday, March 25
Dorms re-open 2 p.m., Monday, April 11
Final Examinations Saturday, May 28 through Friday, June 3
Commencement Monday, June 6

ACADEMIC YEAR 1955-56

Freshman Orientation begins Sunday, September 11
Registration for Upperclassmen 9:00 a.m.-4:00 p.m., Thursday,
September 15
Registration for Freshmen. 9:00 a.m.-4:00 p.m., Friday, September 16
Opening of 85th Academic Year. . 8:30 a.m., Monday, September 19
Thanksgiving Holiday 2:20 p.m., Wednesday, November 23,
to 8:30 a.m., Monday, November 28
Christmas Vacation 2:20 p.m., Friday, December 16 to
8:30 a.m., Tuesday, January 3
Dorms close 5 p.m., Friday, December 16
Dorms re-open 2 p.m., Monday, January 2
Study Day Thursday, January 19
Mid-year Examinations Friday, January 20 through Friday,
January 27
Second Semester begins 8:30 a.m., Monday, January 30
Spring Vacation 2:20 p.m., Friday, March 23 to
8:30 a.m., Monday, April 9
Dorms close 5 p.m., Friday, March 23
Final Examinations Saturday, May 26 through Friday, June 1
Commencement Monday, June 4

Correspondence

Correspondence regarding the general interests of the College should be addressed to the President of the College.

Inquiries regarding the academic work of students, their withdrawal, scholarships and loan funds should be addressed to the Dean of the College.

Requests for catalogues, inquiries regarding admission to the College and the reservation of rooms in the residence halls should be addressed to the Director of Admissions.

Correspondence relating to business matters should be addressed to the Assistant to the President in Business Management.

Payment of college fees should be sent to the Bursar. Checks should be made payable to Pennsylvania College for Women.

Correspondence relating to the publicity of the college should be addressed to the Assistant to the President in Public Relations.

Requests for transcripts of records should be addressed to the Registrar.

Correspondence relating to the alumnae of the College should be addressed to the Secretary of the Alumnae Association.

Those wishing to get in touch with an Alumnae Representative living near their home should consult pages 141 through 145 for the address.

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THE ORGANIZATION



Board of Trustees

OFFICERS

ARTHUR E. BRAUN	President
RALPH W. HARBISON	First Vice President
GEORGE D. LOCKHART	Second Vice President
MRS. ALEXANDER MURDOCH	Secretary
JOHN G. FRAZER, JR.	Assistant Secretary
PEOPLES FIRST NATIONAL BANK AND TRUST CO.	Treasurer

MEMBERS

Term Expires 1955

MRS. JAMES A. BELL	GEORGE D. LOCKHART
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RICHARD McL. HILLMAN	MISS CATHERINE SAYERS

Term Expires 1956

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MISS MABEL LINDSAY GILLESPIE	JAMES E. MacCLOSKEY, JR.

JOHN A. MAYER

Term Expires 1957

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JOHN G. FRAZER, JR.	CHARLES F. LEWIS
A. DOUGLAS HANNAH	MRS. JOHN R. McCUNE

MRS. ALEXANDER MURDOCH

Administration

PAUL RUSSELL ANDERSON, A.B., Ph.D., LL.D.President
EVELYN W. WYNNE, A.B.Secretary
LUCILE ANN ALLEN, A.B., A.M., Ed.D.Dean of the College
 Barbara D. Bolger, A.B., Secretary
 Olive B. Bartello, B.S., Secretary to the Faculty
BURT E. ASHMAN, Ph.B.Assistant to the President for
 Business Management
DONALD G. HERZBERG, A.B.Assistant to the President
 for Public Relations
GEORGE F. PARKER, A.B., B.D.Chaplain
 Catherine Montgomery, A.B., Secretary

STUDENT PERSONNEL

BARBARA MORSE, B.S.Assistant Dean and
 Faculty Counselor, Woodland Hall
PHYLLIS A. UPHILL, A.B.Assistant Dean and
 Faculty Counselor, Fickes Hall
 Margaret Newmeyer, Secretary to the Assistant Deans
ADELLA S. ANDERSONSocial Director and
 Faculty Counselor, Mellon Hall
CECILIA RASDORF, A.B., A.M.Faculty Counselor,
 Beatty Hall
JANIS S. GREENE, B.S., M.Ed.Faculty Counselor Gateway

EVALUATION SERVICES

LILY DETCHEN, A.B., A.M., Ph.D.*Director of Evaluation
 Services
LOIS K. BOYD, A.B.Acting Director of Evaluation Services
 Lois J. Laude, Assistant

REGISTRAR

PHYLLIS A. UPHILL, A.B.Assistant Dean and Registrar
 Katherine H. Wragg, A.B., Assistant

PUBLIC AND ALUMNAE RELATIONS

DONALD G. HERZBERG, A.B.Assistant to the President
BETSY BROWN, A.B.Assistant Director of Public Relations
 Betsy L. Mendicino, A.B., Assistant

*On leave until January, 1955.

MRS. ROBERT I. SWISSHELM, A.B.Alumnae Secretary

ADMISSIONS

NORA LEWIS HARLAN, A.B. Director of Admissions

PEGGY DONALDSON, A.B. Alumnae Relations Director

MARY AVERS MULKEY, B.S., A.M. Assistant Director of
Admissions

37 West 8th Street

New York 11, New York

Gramercy 7-6555

DONNA BARNES, A.B. Assistant Director of Admissions

Diane Antila, A.B., A.B., Secretary

Christine Peters, A.B., Secretary

BUSINESS OPERATIONS

BURT E. ASHMAN, Ph.B. Assistant to the President

Kay C. Lynch, A.B., Secretary

Anna E. Weigand, Cashier

Angie Portellos, Bookkeeper

HANNA GUNDERMAN, A.B., M.Ed. Bursar

THOMAS MALLOY Superintendent of Maintenance

IRENE NEWLAND, B.S. Director of Dining Halls

RUTH ANN LODER, B.S. Assistant Director of Dining Halls

JANIS S. GREENE, B.S., M.Ed. Director of Interior Decoration

LIBRARY

ARTHUR L. DAVIS, A.B., A.M., Ph.D. Librarian

MARY LOUISE PRESSLER, A.B., Litt. M., A.B.L.S. Assistant
Librarian

Lane Johnstone, Library Assistant

Marilyn Kelly, Clerical Assistant

HEALTH SERVICES

J. WATSON HARMEIER, B.S., M.S., M.D. College Physician

ELSA DUNCAN, B.S., R.N. Resident Nurse

Faculty

- PAUL RUSSELL ANDERSONPresident
A.B., Ohio Wesleyan University; Ph.D., Columbia University; LL.D., Ohio Wesleyan University; LL.D., University of Pittsburgh
- LUCILE ANN ALLENDean of the College
with rank of Professor
A.B., Trinity College; A.M., Southern Methodist University; Ed.D., Columbia University; University of Chicago; National University of Mexico
- GEORGE F. PARKERChaplain
A.B., Boston University; B.D., Yale University School of Divinity
- MARY HELEN MARKS, A.B., A.M., L.H.D.Dean Emeritus
- CARLL W. DOXSEEEmeritus Professor of English
- LILLIE B. HELDEmeritus Associate Professor of Music
- VANDA E. KERSTEmeritus Professor of Speech
- EFFIE L. WALKEREmeritus Assistant Professor of History
- J. CUTLER ANDREWS (1947)*Professor of History
A.B., Ohio Wesleyan University; A.M., Ph.D., Harvard University
- STEPHEN BORSODY (1948)Professor of History
Doctor of Laws and Political Sciences, Charles University, Prague; University of Budapest
- HELEN CALKINS (1930)Professor of Mathematics
A.B., Knox College; A.M., Columbia University; Ph.D., Cornell University
- ARTHUR L. DAVIS (1947)Librarian and Professor of German
A.B., Ohio Wesleyan University; A.M., Ph.D., University of Wisconsin; University of Munich; University of Cologne; University of Michigan
- LABERTA DYSART (1926)**Professor of History
A.B., University of Nebraska; A.M., Columbia University; University of Michigan
- MABEL A. ELLIOTT (1947)Professor of Sociology
A.B., A.M., Ph.D., Northwestern University; Bryn Mawr College
- EDGAR M. FOLTIN (1949)Professor of Psychology
J.U.Dr., Dr. habil., University of Innsbruck; University of Munich

* Dates in parentheses indicate date of appointment.

** on leave 1954-55

- E. HAROLD GEER (1952) . . . Music Consultant and Visiting Professor
A.B., Mus.D., Doane College; Mus.B., Oberlin Conservatory of Music; A.M.,
Doane College; Student of Widor and Gelage, Paris; student of T. Tertius
Noble; Conservatoire American; Fontainebleau; F.A.G.O., American Guild
of Organists
- JOHANA HARRIS (1951) Pianist in Residence and Professor of
Music
Graduate of Canadian Conservatory of Music, Ottawa; graduate of Juilliard
Graduate School of Music; Student of Ernest Hutcheson, Howard Brockway
and Rubin Goldmark
- ROY HARRIS (1951) Composer in Residence and Professor
of Music
Mus.D., Rutgers University; Mus.D., University of Rochester; Student of
Arthur Forwell, Arthur Bliss and Nadia Boulanger
- CHARLES LeCLAIR (1946) Professor of Art
A.B., A.M., University of Wisconsin; Columbia University; Academie Ranson
- PHYLLIS COOK MARTIN (1935) Professor of Biology
B.S., M.S., University of Pittsburgh; Ph.D., University of Illinois
- ELIZABETH LEE VINCENT (1952) Professor of Human
Development
A.B., A.M., University of Colorado; Ph.D., Columbia University
- EARL K. WALLACE (1925) Professor of Chemistry
B.S., The Pennsylvania State University; A.M., Ph.D., Columbia University;
Harvard University; University of Pennsylvania
- RUSSELL G. WICHMANN (1946) Professor of Music
Mus.B., Lawrence College; M.S.M. Union Theological Seminary School of
Sacred Music; Student of Clarence Dickson, LaVahn Maesch, T. Tertius
Noble; Edwin J. Stingham, Franklin W. Robinson and Marcel Dupre.
- ROBERT L. ZETLER (1945) Professor of English
A.B., Ph.D. University of Pittsburgh
- HENRY G. BUGBEE, JR. (1954) . . Associate Professor of Philosophy
A.B., Princeton University; A.M., Ph.D., University of California
- LILY DETCHEN* (1948) Associate Professor
A.B., A.M., University of Louisville; Ph.D., University of Chicago
- FRANCES ELDREDGE (1953)** Associate Professor of English
A.B., Wellesley College; A.M., Tufts College, Radcliffe College; Ph.D.
University of Chicago
- MILDRED THRONE EVANSON (1945) Associate Professor of
Drama
A.B., A.M., University of Wisconsin

* on leave until Jan. 1955

** on leave 1954-55

- PHYLLIS MARSHALL FERGUSON (1943)* Associate Professor
of Drama
A.B., Emerson College; A.M., University of Pittsburgh, Yale University
- MARGARET JEAN FULTON (1953). Associate Professor of Education
A.B., Oberlin College; A.M., D.Ed., Syracuse University
- PEDRO JUAN LABARTHE (1946)* . . . Associate Professor of Spanish
A.B., A.M., Columbia University; Litt. D., University of Mexico; Sorbonne,
Paris; University of Madrid.
- CHANNING LIEM (1949)* . . Associate Professor of Political Science
Union Christian College, Pyong Yang, Korea; B.S., Lafayette College;
A.M., Ph.D., Princeton University
- HELENE WELKER (1929) Associate Professor of Music
A.B., Hunter College; graduate, Juilliard School of Music; graduate study
with Ernest Hutcheson, Harold Bauer and Lazare Levy, Paris
- GEORGE S. BARBER (1953) Assistant Professor of English
A.B., A.M., Ph.D. The Pennsylvania State University.
- BEATRICE S. BLANE (1953) Assistant Professor of History
A.B., Rockford College; A.M. Cornell University; Ph.D. Radcliffe College
- JOHN W. CUMMINS (1954) Assistant Professor of English
A.B., A.M., Ohio Wesleyan University; University of North Carolina; Uni-
versity of Pennsylvania.
- JANIS STEWART GREENE (1947) Assistant Professor of
Family Living
B.S., Ohio University; M.Ed., University of Pittsburgh
- WILLIAM J. KEEFE (1952). . . Assistant Professor of Political Science
B.S., Illinois State Normal University; A.M., Wayne University; Ph.D. North-
western University.
- EDITH KERN (1954) Assistant Professor of French
University of Cologne; A.B., Bridgewater College; A.M., Ph.D., Johns
Hopkins University.
- PATTI B. McDANIEL (1951). Assistant Professor of Physical Education
A.B., B.S., A.M., Texas State College for Women
- MARY LOUISE PRESSLER (1953) Assistant Professor
A.A., Grand Rapids Junior College; A.B., University of Michigan
- CATHARINE RHOADS (1953) . . . Assistant Professor of Education
B.S., M.Ed., University of Pittsburgh
- JAMES S. STOREY (1948) Assistant Professor of Art
B.S., B.S., in Art Ed., M.S., University of Wisconsin
- JOHN N. WARD (1949) . . . Assistant Professor of Natural Science
B.S., A.M., University of Minnesota; University of Nebraska
- JEROME S. WENNEKER (1946) Assistant Professor of Drama
A.B., University of Missouri; M.F.A., Yale University
- CLIFFORD OLIVER TAYLOR, JR. (1951) Assistant Professor
of Music
B.F.A., Carnegie Institute of Technology; A.M., Harvard University

* on leave 1954-55

- M. AVERY BERNHARD (1954)Lecturer in English
A.B., University of Michigan; M.A., University of Pittsburgh
- MEREDITH P. GILPATRICK (1954)Visiting Lecturer in
Political Science
Ph.B., University of Chicago; L.L.B., University of Southern California Law
School; University of Chicago
- RICHARD KARP (1949) ..Lecturer in Music and Director of Opera
Workshop
Master's Certificate in Music, State Conservatory of Music, Dresden; M.F.A.,
Carnegie Institute of Technology
- MIHAIL STOLAREVSKY (1948)Lecturer in Music
B.S., Technical University, Coethen, Germany; A.M. Imperial Conservatory,
Kiev, Russia; University of Cincinnati; violin study with Carl Flesch and
Michael Press
- ROBERT B. ANDERSON (1951)Instructor in Music
B.M.E., University of Nebraska; University of California
- NATALIE BARISH (1954)Instructor in Biology
A.B., Goucher College; A.M., Indiana University; Ph.D., Ohio State University
- MARGARET E. COPELAND (1954)Instructor in Drama
B.S.Ed., California State Teachers College; The Pennsylvania State University
- JANE DUMOT (1953)Instructor in Chemistry
B.S., Pennsylvania College for Women
- MARGARET P. JONES (1954)Instructor in English
A.B., A.M., University of Pittsburgh; Grove City College; Carnegie Institute
of Technology
- H. CHESTER MARKLE, JR. (1954)Instructor in Chemistry
B.S., Franklin and Marshall College; A.M., Ph.D. Carnegie Institute of
Technology
- ALFRED E. PIERCE (1954)Instructor in Economics
Ph.B., Muhlenberg College; A.M., Lehigh University; Syracuse University
- CECILIA RASDORF (1954)Instructor in Secretarial Studies
B.S., Indiana State Teachers College; M.Ed., University of Pittsburgh
- PATRICIA C. REDICK (1954)Instructor in Spanish
George Washington University; Universidad Nacional de Mexico; Hunter
College; A.B., A.M., University of Pittsburgh
- PATIENCE TANTON (1953)Instructor in Physical Education
B.S., Boston University

SCHOOL OF NURSING

Allegheny General Hospital

- LOUISE C. ANDERSONPrincipal and Director of Nurses
B.S., Simmons College; R.N., Massachusetts General Hospital
- EMILY BENNETTDirector of Education
B.S., Duquesne University; R.N., Allegheny General Hospital

DIVISIONAL CHAIRMEN 1954-55

- I. ScienceMR. WALLACE
 II. Social RelationshipsMR. KEEFE
 III. HumanitiesMR. DAVIS

DEPARTMENTAL CHAIRMEN 1954-55

- ArtMR. LeCLAIR
 BiologyMRS. MARTIN
 ChemistryMR. WALLACE
 DramaMRS. EVANSON
 EconomicsMR. PIERCE
 EducationMISS FULTON
 EnglishMR. ZETLER
 Family LivingMRS. GREENE
 HistoryMR. ANDREWS
 MathematicsMISS CALKINS
 Modern LanguagesMR. DAVIS
 MusicMR. WICHMANN
 Philosophy and ReligionMR. BUGBEE
 Physical EducationMISS McDANIEL
 Political ScienceMR. KEEFE
 PsychologyMR. FOLTIN
 SociologyMISS ELLIOTT

COURSE CHAIRMEN 1954-55

- ArtsMR. LeCLAIR
 English CompositionMR. ZETLER
 History of Western CivilizationMR. ANDREWS
 Human Development and BehaviorMRS. MARTIN
 Modern SocietyMR. KEEFE
 Natural Science 1MR. WALLACE
 Natural Science 2MRS. MARTIN
 Natural Science 5-6MR. WARD
 Philosophy of LifeMR. BUGBEE
 SpeechMRS. EVANSON
 World CultureMR. GILPATRICK

Standing Committees

1954-55

COMMITTEE ON ACADEMIC STANDING

The Dean, Miss Detchen, Mrs. Harlan, Mrs. Kern, Mrs. Martin, Miss Morse, Miss Tanton, Miss Uphill, Mr. Wenneker

ADVISORY COMMITTEE

Mr. Borsody, Mrs. Evanson, Mrs. Martin, Mr. Wichmann

CURRICULUM COMMITTEE

The President, The Dean, Miss Calkins (1955), Mr. LeClair (1955), Mr. Zetler (1955), Mr. Andrews (1956), Miss McDaniel (1956), Mr. Parker (1956), Mr. Davis (1957), Miss Elliott (1957), Mr. Wallace (1957)

TUTORIAL COMMITTEE

The Dean, Mr. Davis, Mr. Keefe, Mr. Storey, Miss Vincent, Mr. Wallace

LIBRARY COMMITTEE

Mr. Davis, Mr. Barber, Miss Blane, Mr. Taylor

COMMITTEE ON ADMISSIONS

The Dean, Miss Barnes, Miss Detchen, Miss Donaldson, Mrs. Harlan, Mrs. Mulkey, Mr. Storey, Miss Uphill, Mr. Zetler

COLLEGE COUNCIL

Mrs. Martin (1955), Mr. Ward (1956), Mr. Wenneker (1957), Miss Welker (1958)

FACULTY-STUDENT CURRICULUM COMMITTEE

(Same as Curriculum Committee plus students)

FACULTY-STUDENT PUBLIC OCCASIONS COMMITTEE

The Dean, Mr. R. Anderson, Mr. Ashman, Mrs. Evanson, Chairman, Mr. Herzberg, Mr. LeClair, Mr. Wichmann, plus students

FACULTY-STUDENT COMMITTEE ON RELIGIOUS LIFE

Mr. Foltin, Miss Fulton, Mr. Parker, Miss Vincent, Mr. Wichmann, plus students

FACULTY-STUDENT ASSEMBLY BOARD

Mr. Foltin, Miss Fulton, Miss McDaniel, plus students

VOCATIONAL COMMITTEE REPRESENTATIVE: Miss Rasdorf





THE INSTITUTION



The College

Pennsylvania College for Women was founded in 1869. W. T. Beatty, first pastor of the Shadyside Presbyterian Church, and a group of civic-minded people believed in a college for women which would provide educational opportunities comparable to those offered for men. Pennsylvania College for Women has been from the first a liberal arts college. It is non-sectarian.

Located in the most beautiful residential section of Pittsburgh and with a greatly expanded campus, P.C.W. has all the advantages of a country campus. At the same time, it also has the very great advantage of having access to the theaters, museums and libraries of a great city.

The first students were a group of earnest young women, one hundred and three in number. In the long roster of P.C.W.'s graduates are many women who have been distinguished for leadership in cultural and professional life. The college is recognized by all of the highest accrediting agencies and is on the approved list of the Association of American Universities, the Middle States Association of Colleges and Secondary Schools, Pennsylvania State Department of Education, the American Association of University Women, the New York State Board of Regents, The American Chemical Society, and is a member of the College Entrance Examination Board.

Founded soon after the Civil War, it has lived through three wars, through depressions and periods of expansion. Judged by results of the American Council on Education on Education Psychological Test administered each year, its student body is among the best in the country.

The campus has expanded with the growth of the college and there are now twenty-two buildings and twenty-

seven acres of grounds. The buildings, surrounded by lawns and beautiful trees, follow the contour of two rolling hills. Entering the campus from either Wilkins or Fifth Avenues, one follows gas lighted Woodland Road to "the fork" from which The Chapel spire dominates the landscape. If entering from Fifth Avenue, one turns right up the hill; if from Wilkins Avenue, one makes a sharp left turn.

At the top of the hill on the right is The Chapel which seats eight hundred people and which has a four manual Moeller organ and carillon bells. Before religious services and on numerous occasions, the bells play for a quarter hour. On the ground floor of The Chapel are a large lounge, a meditation chapel, offices and a choir room.

On up the hill and next on the right is the James Laughlin Memorial Library. In the style of Georgian architecture as is The Chapel, the Library is a particularly beautiful and commodious building. In stacks which are easily accessible are more than 45,000 volumes. The reading room, with its wide tables, individual lights and comfortable chairs, is a pleasant place in which to study. The browsing room, with its paneled walls and inviting lounge chairs, tempts one with its rare old volumes as well as with books of contemporary interest and with the latest magazines. On the lower floor are seminar and class rooms.

Continuing to the right of the quadrangle on top of the hill, one comes next to the Louise C. Buhl Hall of Science, which is also of Georgian type architecture. The Science Hall has laboratories for the departments of chemistry, physics, biology and psychology, all of them unusually well equipped with the most modern and complete apparatus. There is also a large lecture hall with facilities for the use of motion pictures and on the lower floor is the science

library which has approximately four thousand science volumes.

Going on around "the quad" one next reaches the first of three new buildings of Georgian type architecture all to be completed in 1953. One first comes to the Cora Helen Coolidge Hall of Humanities, recent gift of the Buhl Foundation. Next is the Laura Falk Hall of Social Studies, the gift of the Maurice & Laura Falk Foundation. Continuing on around the quadrangle, one comes next to the Arthur E. Braun Hall of Administration.

Proceeding down the hill again, one first passes, on the right, Woodland Hall, the largest of six residence halls. In this dormitory are single and double rooms, and also suites of two rooms. Its light and cheerful dining rooms, with many windows overlooking the campus, have small tables. On the second floor is a modern and spacious infirmary, and on the third and fourth floors are several dormitory rooms.

Next comes Coolidge Hall, a smaller dormitory. This hall was named after Cora Helen Coolidge, President of the College from 1922 to 1933. From its wide porch one looks across Woodland Road to the opposite hill where two more dormitories, Fickes and Beatty Halls, are located. These buildings, originally family estates, provide the students who live there with the same homelike atmosphere that pervades all the PCW residence halls.

Construction of an addition to Fickes Hall was completed in September, 1946, making it a modern and attractive dormitory, and providing room for one hundred and five students. Beatty Hall, with its large and sunny rooms and comfortable lounge is equally attractive.

Going on down the hill and to the right at the "fork," or following the winding path across the lawn, one next

comes to the buildings and grounds of the late Andrew W. Mellon, former Secretary of the Treasury. This property was given to the college in 1940 by Mr. and Mrs. Paul Mellon.

A number of upper classmen live in Andrew Mellon Hall, a dignified and spacious residence, surrounded by beautifully landscaped grounds and gardens. The hall has bowling alleys and a superb swimming pool.

Near Andrew Mellon Hall is the Music Center, a smaller building which was a part of the Mellon estate. The Department of Music uses this building, which has a charming and intimate auditorium suitable for student recitals, and studios for private and group lessons.

On south (or up the hill), on West Woodland Road, is the three and one-half acre recreation field and the new Physical Education Building. This building includes a large gymnasium floor, seminar and class rooms and offices. On the recreation field are a regulation hockey field and archery range, and across the road on the Mellon Campus are four new all weather tennis courts, completed in the summer of 1949.

There are facilities for picnics, and in cold weather the "Lodge," with its large living room, open fireplace and modern kitchenette, is an inviting place for informal gatherings.

Toward Wilkins Avenue on Woodland Road is Gregg House, the hospitable home of the president of the college.

Finally going back to the "fork" in the road and toward Fifth Avenue, one reaches Gateway House, at the very end of Woodland Road. Gateway, PCW's most recently acquired residence hall is small but charming. The large and pleasant rooms of this building are decorated in early American style. The building houses the Department of Family living.

Life on the Campus

The educational program at Pennsylvania College for Women is designed to educate its students to assume responsibility to an unusual degree. Both the educational program and the co-curriculum activities of the college encourage a growing freedom accompanied with increased responsibilities.

The classes at P.C.W. are small and instruction is individualized. There is opportunity for seminar discussions and for numerous contacts with members of the faculty. Tutorial projects done at the senior level give students a direct, close association with members of the faculty who give them their cordial interest and cooperation.

Each new student immediately feels that the atmosphere of the college is friendly. The college maintains a thorough advising system for the benefit of students. The entering student is assigned an upperclass student as her student counselor. Each student is assigned an academic adviser who helps her plan her academic program. Faculty counselors in each dormitory are helpful. They meet weekly with their various house councils and house officers to discuss dormitory organization, program, and problems which come up. In addition, the faculty counselors are in a position where they can do much in the area of general counseling and they are able to make referrals of students who are in need of special assistance. When the student becomes a junior, one of the professors in her major field serves as her principal adviser. At all times individual members of the faculty are ready to serve in helpful counseling if the need arises. The faculty advisers and the students themselves work with the Dean who is ready at all times to be of all possible help.

The majority of the students at P.C.W. live in the residence halls on the campus. Some students, however, who live in the city, are permitted to live at home. All students, whether resident or day students, share in every college activity.

It is in the dormitories that much of the social and activity programs of the college go on. House dances are held as well as open houses at various times during the year.

All student organizations have one or more faculty advisers chosen by the students. There are a number of faculty-student committees. One of them, the College Council meets throughout the year to discuss matters pertaining to college policy and make recommendations to both the faculty and student groups.

Each class elects a faculty adviser and the Student Government Association chooses an honorary member from the faculty. Vested in this Student Government Association, within the framework of its educational objectives, is the discipline of the college. Every student is invited as part of her acceptance to the college to be a member. The organization is governed by a board of students elected by the entire student body. The S.G.A. is a part of the total administration plan of the college and as such is responsible for advancing all college programs and events. The Association meets frequently with the Dean to coordinate the planning.

Activities for all students are provided through the Activities Council. Its projects are educational as well as social.

The all-student Athletic Association provides activities such as field hockey, archery, basketball, mushball, badminton, swimming, tennis, bowling, fencing and canoeing.

Arrangements are made for horseback riding and golf in the nearby parks.

The College publications—"The Pennsylvanian," "The Arrow" and "The Minor Bird"—provide an outlet for the writer, the artist, and the student with organizational and business abilities. "The Pennsylvanian" is the college annual, a pictorial and literary summary of student life. "The Arrow" is a weekly newspaper and "The Minor Bird" an annual literary magazine to which all students may contribute.

There are many opportunities for the students with dramatic and musical abilities to exercise their talents. The student interested in dramatics may write, stage, direct a play or take part in its production. Students interested in music outside the classroom find recreation and education in the Chorus and Sinfonietta, both of which groups give their services to church, club and philanthropic organizations in the city. In addition there is the Opera Workshop, which has both summer and winter sessions.

Certain customs have developed through the years into vital traditions. These include Mountain Day in the fall, when the whole college family goes by car and bus to the country—where the college provides a picnic lunch and the students and faculty enter into contests. Then comes the traditional Color Day, when freshman are formally given their colors and for the first time participate in one of the most keenly contested class competitions — the original song contest. From this contest come college songs that last and are preserved in the College Song Book.

Between Thanksgiving and Christmas, carols are sung at assembly, preparatory to the carol singing on Woodland Road, which is one of the most significant of college traditions. When completely sung out, the carollers gather around the roaring fire in Andrew Mellon Hall for hot

chocolate and doughnuts—and another round of music. Parties are also given for settlement children. The Christmas Vesper Service in the form of a cantata on the Sunday before the holidays brings families and friends to the campus, and two and often three performances are given during the afternoon and evening.

Moving Up Day in the spring, the last chapel program of the year, is another much-honored tradition. At this time original farewell songs are sung to the seniors who respond with a song of farewell to the college. Hood and Tassel, the college honorary society, presents its new members to the students, academic and athletic awards are made, and the classes move into the seats of the class above them to the tune of "Where, Oh Where Are the Grand Old Seniors."

The college attempts through its entire program to develop students' particular abilities and interests, to teach them the importance of learning to live together with recognition of the rights of others and to take positions of responsibility and leadership in their own communities. It does not attempt to set them apart, as a college group, but rather to make them conscious of their responsibility to society.

The City

No American city has undergone as dramatic a change in such a short time as has Pittsburgh. Through a happy combination of private and public interest, Pittsburgh has almost overnight become one of the most interesting and progressive cities in the United States.

Over a billion and a half dollars is being spent by industry to modernize the city. Civic and cultural activities have not been allowed to lag.

The Pittsburgh Opera and Symphony are nationally known. Many students take advantage of the opportunity to buy tickets for both at reduced student rates. It is also possible to obtain tickets at reduced rates for the May Beegle series of vocal and instrumental artists and visiting symphonies.

The annual exhibition of pictures at Carnegie Institute, Department of Fine Arts, is a definite influence in the development of artistic appreciation for students at Pennsylvania College for Women. For a month in the fall, more than three hundred distinguished modern paintings are displayed in this exhibit. The history of art becomes much more than an academic review of the past when the student can see in the Exhibit of American Art traditional techniques and modern trends, conventional paintings and abstractions, made vital by the work of masters of contemporary form.

At the Nixon Theater, Broadway plays are produced and hardly a student misses seeing the current shows which often open in Pittsburgh before going to New York.

The Carnegie Library of Pittsburgh is only a short distance from the P.C.W. campus and its large collection

of volumes on every subject is available to P.C.W. students. Because it supplements to a certain extent the libraries of all the colleges in Pittsburgh, Carnegie Library is unusually well provided with books valuable for student research.

In other ways than those already mentioned, the college uses the city as a laboratory. The natural science classes often meet for work at the Buhl Planetarium, an opportunity which few other colleges can offer. Science majors make contact with the laboratories of Mellon Institute—unique in the country for industrial research—and many graduates of P.C.W. are employed there as technologists and assistants. Sociology students work in the city settlement houses, education students do student teaching in the city schools and girls who are preparing to be nurses enroll for the five-year nursing program given in collaboration with Allegheny General Hospital.

In the course of the year many famous lecturers visit Pittsburgh and the college takes advantage of every opportunity to bring them to the campus. Assembly programs are interesting and varied. Ordinarily there is an outside speaker each week, an authority in his field who gives a talk on some one of the important issues of the day. Varying points of view are presented on national and international questions, as well as on matters of artistic, social, religious and scientific importance. The Student Government Association and other organizations also sponsor lectures on various topics. And every year specially chosen speakers—poets, musicians, scientists—visit the college. They lecture to the students, attend classes and have conferences with those who are particularly interested in their fields.

The Faculty

The quality of any educational institution is dependent primarily on the ability and training of the faculty. In this regard P.C.W. is particularly fortunate, for its faculty has been carefully chosen. It consists of men and women who have been educated in the best graduate schools in the United States and other countries. They have had extremely broad experience in and out of their fields and who, therefore, bring to their teaching vitality and broad perspective. Many of them have contributed significantly to research and scholarship. Some have come to education from other fields and bring with them new and keen insights. Some are married women with families of their own, whose professional training enables them to combine a profession with management of their homes. All have been selected for their teaching ability, their personal interests in students and their ability to embody the ideals of the liberally educated person. There is approximately one faculty member for each ten students, assuring the student small average classes and personal attention.

In the belief that students profit greatly from being instructed by and having access to creative artists, P.C.W. has a faculty outstanding for the number of creative artists it contains. Authors, painters, sculptors, musicians, dancers, writers—who continue to do creative work—all of these are found on the permanent teaching staff.

In addition to the artists permanently on the faculty, P.C.W. has established the policy of inviting nationally and internationally known artists to serve in residence. Since the academic year 1951-52, Roy Harris, internationally known composer, and Johanna Harris, accomplished pianist, have served P.C.W. as Composer-in-Residence and Pianist-in-Residence respectively.

The Students

Students at P.C.W. are carefully selected and represent the finest type of college student. Intellectually they rank with the best in the country. They are not an oversophisticated group, but are genuine, helpful and friendly.

In accordance with the college policy, different nationalities are represented in the student body. Currently there are students from Puerto Rico, Korea, Panama, and India.

The student body is free from cliques; it recognizes merit and admires it. A number of girls find it essential to earn part of their college expenses.

The purpose of a college education at P.C.W. is to educate women of all kinds so that they may take responsibility for constructive citizenship. Thus a real homogeneity exists in the student body, not because the students are a "type" but rather because a genuine community of interests exists and a deep consideration for the welfare of the other person prevails.

Special Information

RESIDENCE

Dormitory life is an integral part of the educational program of the college because it offers students practice in the art of living together. Student officers, elected by the students themselves and supported by the students, establish and maintain excellent social conditions in all the dormitories. They cooperate with the faculty counselors and the administration to promote the social and academic interest of the students.

Residence in the dormitories is desirable for all students and is required of those who do not live at home unless other arrangements are specifically made with the Dean. Students may have ten nights a semester away from the dormitory. Such absences should be arranged for weekends unless special permission to be away at another time has been discussed with the Dean.

HEALTH SERVICE

The health of the students is a vital concern. An examination by the student's family physician is part of the admissions procedure. Then, at the beginning of the college year, medical and physical examinations are required of all entering students and all other students (upperclassmen) taking physical education. These examinations are given by the college physician, assisted by the college nurses and a member of the physical education department.

The resident professional nurse has charge of all cases of illness except those of serious or prolonged nature which require the services of a private nurse. When needed, the college physician is called, unless the parents

have expressed a preference for their family physician. The college is so situated in Pittsburgh that the best medical attention is always available.

The health service has new and modern equipment and provides for isolation. Should a student require infirmary care and rest, seven days provision for this are included in the tuition. A nominal charge will be made for each day in excess of seven days. Charges will be made for medicine if a special prescription is required. If the college physician is called, the parent or guardian will receive a statement.

The college has made further provisions for the health of all students by arranging with the Continental Casualty Company for group health and accident insurance. Details of the plan will be mailed by the insurance company after school opens. This insurance is very reasonable and is highly recommended.

ASSEMBLY

The hour from eleven-thirty to twelve-thirty every Tuesday and Thursday is reserved for College assemblies. Students as well as faculty members have an opportunity to participate. Student government, class and smaller committee meetings are held during the assembly periods, and outside speakers are invited. One half hour of the Thursday assembly period is devoted to religious observances.

RELIGIOUS ACTIVITIES

The college has always been non-denominational. Students of all beliefs are welcome in the student body and participate in campus religious activities. Speakers on religious topics are presented at the assembly programs. No regular

religious services are held on the campus on Sunday morning, but students are encouraged to attend the church of their own choice. The college believes that religion is an important factor in human life and desires its students to understand it intelligently and to give appropriate expression to it.

P.C.W. AUDIO VISUAL MATERIALS CENTER

P.C.W. has been furnishing sound motion pictures to schools, colleges and organizations in the eastern United States since 1938. The college has approximately 2000 films which deal with biology, chemistry, English geography, history, music, vocational guidance, and many other subjects. It also has recreational films for use in school assemblies, for P.T.A.'s, school clubs, etc. The films on the campus are immediately available for use in the classroom and many faculty members use them in class instruction.

OPERA WORKSHOP

The P.C.W. Opera Workshop, which began with a six weeks concentrated course in the summer of 1949, continues throughout the academic year. Another six weeks Workshop is planned for the summer of 1954.

The purpose of the Workshop is to offer talented mature singers a course dealing with the singing and acting techniques of the lyric theater. The Workshop is open to any man or woman who can demonstrate satisfactory vocal ability and musicianship.

Classes are given in operatic repertory, dramatics and stage techniques, foreign diction, musical ensemble, stage deportment and make-up, dancing and fencing. Also included are classes in opera conducting and coaching (for pianists), choral conducting and stage directing.

Regular operatic productions are planned and students participate in these according to their individual talents. Public performances include dramatized scenes from operas of the standard repertoire and an entire opera—costumed and staged—given at the end of each session.

On the faculty are experts in the teaching of opera from Pittsburgh and New York. For further information, write to Mr. Richard Karp, Director, for Opera Workshop brochure.

PREPARATION AND GUIDANCE FOR CAREERS

The college has always been interested in careers for women. Many of its graduates have gone on to take advanced work in graduate schools, and many others have taken additional training in professional schools. Recent graduates include doctors, laboratory technicians, newspaper women, social case workers, teachers, nurses, personnel advisers, librarians, fashionists, secretaries, advertising writers, medical technologists and recreational directors.

The college conducts a five-year course in nursing education in cooperation with the Allegheny General Hospital School of Nursing. The student spends two academic years at P.C.W., two full years in residence at the hospital, and a final academic year at the college, in June of which year she receives the degree of Bachelor of Science in Nursing Education. She spends the following three months at the school of nursing; and in September, she takes the State Board Examination to qualify as a Registered Nurse. Graduates of this course all find use for their training that is challenging and highly satisfactory to them as well as of tremendous service to society. They hold supervisory positions in hospitals, teach in schools of nursing, and some have developed programs in public health nursing.

P.C.W. offers a course for the training of teachers for kindergarten and primary school. Graduates of the four-year Kindergarten-Primary School Program receive the B.S. degree and state certification. These courses combine the cultural education of a liberal arts college with the vocational requirements of a profession.

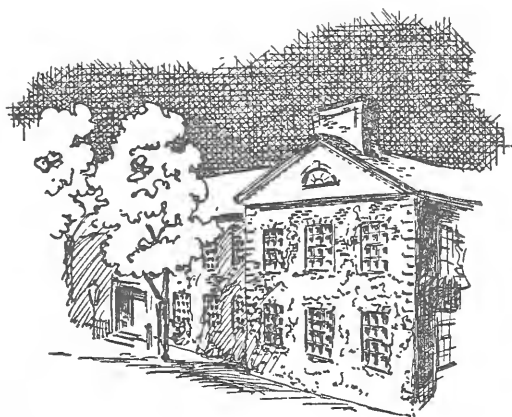
Every woman has a responsibility as cultural leader of her home, her family and her community. She needs the resources of art, music and literature; the social information gained from history, economics and sociology; and the objective habit of thinking which is developed by the study of the sciences.

Within the last decade the problem of combining marriage with career has become increasingly important in the lives of young women. Many college graduates are professionally employed before they marry; many of them find it desirable to continue in such employment after they marry. The problem seems destined to increase in complexity rather than to diminish. Pennsylvania College for Women helps its students meet this problem with mature understanding.

Since the college regards vocational interests as normal and desirable, careful attention is given to vocational guidance. Vocational interest tests are given early in the college course and guidance is given the student in selecting those courses which provide the proper background for specialized work. Discussion leaders representing various professional fields give real help to students.

The college maintains a placement service and contacts are made which result in favorable opportunities for employment. Graduates of previous years are assisted in improving their positions through the recommendation of the college.





THE EDUCATIONAL PROGRAM

The Educational Program

Pennsylvania College for Women, as a college of liberal arts, has from its beginning been concerned with preparing young women to meet the varying circumstances of life with a fund of useful knowledge, with clear and discriminating understanding and with a readiness to adjust quickly and easily. The effectiveness of its graduates as people as well as in varying careers is testimony to the validity of the education they have received.

As conceived at P.C.W., the liberal arts college is to be distinguished from other types of institutions by virtue of its providing an educational program which develops those qualities of mind and emotion necessary for the successful performance of the major functions of life. In this sense, liberal education is general education, for it strives for comprehensive understanding of human life in terms of the social environment and in terms of the laws of the natural world. It attempts to inspire in the student a range of interest, a depth of appreciation and an agility of thought and action needed for living effectively in a democratic society.

The major functions of life fall into three categories. One of these involves the individual discharging with wisdom his obligations to society. Democratic society is dependent for its success upon the existence of an enlightened and responsible citizenry. Enlightenment consists of more than the possession of a certain minimum of factual information about our economic and social life; it involves understanding concepts basic to our own society and to others, both historic and contemporary. Responsibility in turn demands more than passive acquiescence; it requires active participation in the continual progress of our

social order. It is the belief at P.C.W. that participation in collective decisions in college and the acquisition of concrete experience in a metropolitan center such as Pittsburgh are important means by which the knowledge and attitudes necessary to the performance of one's civic obligations can be acquired.

A second major function of life is to enjoy a rich and happy existence. The specific terms in which this happiness is to be found vary from individual to individual, but the need is universal. The meaning of life is essentially to be found in those voluntary interests we acquire and express. It is here that a sense of values is important, since resourcefulness in the use of time makes the difference between a rewarding life and a drab one. A complete education involves challenging the student to a recognition of those latent talents and abilities which provide relaxation and keen enjoyment in leisure hours and also enable one to meet daily obligations responsibly. If there be any truth to the statement that the best test of a person is what he does with his leisure time, then it follows that we should indicate the growth of those sources of the creative impulse which give fullness to life. P.C.W. believes that every student should be encouraged to develop whatever amateur as well as professional talents she possesses, and ample opportunity is given to demonstrate these.

The third of these major functions of life has to do with the attainment of professional proficiency. Pennsylvania College for Women recognizes that careful and adequate education in this area is necessary for everyone. Its program is developed to include education which is basic to nearly all professional occupations. More will be said on this subject in a later section. P.C.W. is unqualifiedly on the side of the broadest and most comprehensive pre-professional education. Although it is possible

to obtain a short and necessarily narrow training for most occupations, we believe that cultural education is practical, and that in the long run the preparation which can be obtained in a few months or a year is not adequate to the demands of contemporary life. Another consideration to be taken into account is that all young people, and particularly young women, should develop real vocational mobility. Most students change professional interests while they are in school and a large number do so after graduation. There is therefore little to be said for too early and too narrow specialization. Furthermore, it is important to recognize that most women still find, and properly so, their careers in the home; education for them, insofar as preparation for a career is concerned, should include training in home management in the broadest sense of the term. It is here that a woman's college such as P.C.W. has a very particular service to perform.

The major functions of life referred to are inter-related. To educate for one is in a sense to educate for all, although hardly to an equal degree. Liberal education, at least as interpreted at P.C.W., has as its goal enrichment of the entire personality, bringing into harmony the basic functions in a significant pattern for the individual. To perform this task well the program is, and must be, adapted to meet the needs of each student. Only in a small college is it possible to give specific attention to the individual. Only there can the most fruitful results of the educational process be achieved.

While the process of education must be individualized, the goals of education are the same for all and much of the content must be identical. The faculty of P.C.W. has given much attention to a consideration of these common goals of liberal education, certain concepts and areas of knowledge

which all educated people should share in common, and requirements have been developed to acquaint the student with significant knowledge in the five following areas:

1. A study of man as a human organism
2. A study of the universe he inhabits
3. A study of his social relationships
4. A study of his aesthetic achievements
5. A study of his attempt to organize his experience

The faculty at PCW regards knowledge as a means to an end. This end is wisdom. Wisdom involves more than an acquaintance with fact: it implies an understanding of and active commitment to certain values basic to our democratic society; attitudes which will lead the individual to act consistently with these values; and the development of certain abilities without which effective action cannot be taken.

VALUES

The values fundamental to democratic society whose validity the student should recognize and act upon are:

1. Each individual should be regarded as an object of dignity.
2. All men should have legal equality and equal opportunity for the development of their individual abilities.
3. It should be recognized that the common good is best served in the long run by the combined wisdom of a majority which respects the rights of the minority.
4. It should be recognized that each individual has a responsibility for participation in and improvement of the organized society in which he lives.

ATTITUDES

Some of the socially constructive attitudes which affirm these values in living are:

1. Consideration for the viewpoints of others, with freedom from racial, religious or other social prejudices.
2. Willingness to apply the standards by which we evaluate others to our own abilities and achievements.
3. Readiness to adapt our ideas and actions to a changing environment.
4. Desire to think in the terms of the ideal, and willingness to take action in support of principle.
5. Concern for the spiritual, intellectual and creative phases of human life.

ABILITIES

The abilities which must be developed to an appropriate level so that democratic values reenforced by socially constructive attitudes may be supported by effective action are:

1. The ability to communicate: This involves reading, writing, listening, and speaking
2. The ability to solve problems: This involves analysis, observation, definition, concentration, selection of information, recognition of assumptions, construction of hypothesis, inference of valid conclusions and the application of conclusions.
3. The ability to express oneself: This involves sensitive insight, imagination, creativity, the projection of ideas and sympathetic understanding.
4. The ability to live with others.
5. The ability to develop a synthesis of knowledge, values, and action; intellectually, emotionally and physically.

It is not of course presumed that all these values, attitudes and abilities are taught in courses or that adequate tests are available by which to judge relative achievement in regard to them. Nevertheless, the faculty believes these to be the marks of the truly cultured person and has developed a program on the campus, the total effect of which curricularly and co-curricularly will go far toward achieving these ends.

The interpretation of liberal education sketched above clearly indicates that the major goals of liberal education are the same for all. This does not mean that all individuals are to be regarded as alike in every respect and hence are to be provided with identical programs. There is, in fact, a sphere of knowledge where a common curriculum is desirable and there is also another sphere where individual differences should determine the direction of course election. Let us call these two spheres basic education and individualized education. Basic education consists of the essential materials which every educated person should master. Individualized education includes that part of a student's program concerned with the needs, professional and avocational, which are peculiarly hers. No curriculum is complete unless it adequately serves in both spheres.

The concept of basic education grows out of the belief that there are particular forms of knowledge equally important for all educated people. The faculty of P.C.W. has concluded that there are five such areas, concerned with human nature, the natural world, the social world, the world of creative activities, and the world of values. Furthermore the faculty maintains that it is not enough that a student should know "something" about each of these areas, but that the truly basic in these areas must be specified and

must become the content of courses. The problem is to select this material carefully and to organize it in acceptable course form.

There are certain other implications of the foregoing interpretation of liberal education which have much to do with the nature of and emphasis in the new curriculum on basic education: basic education should be (1) comprehensive and not merely kaleidoscopic; (2) identical for all since it deals with common needs; (3) directive rather than terminal in emphasis; (4) correlated with specialized interests rather than separated from them; (5) concerned with the development of social consciousness; (6) challenging to the further use of creative talent; and (7) directed toward goals to be achieved rather than a period of time to be served.

It is not the wish of the faculty to require students to "take courses." The important thing is to make certain that the objectives in these areas have been achieved. It is recognized that a few students will have achieved the values, attitudes and abilities in certain areas before entering P.C.W. To provide for such cases the faculty has developed exemption examinations for all the courses in the Basic Curriculum. Any student who passes such an exemption examination will be excused from taking the particular course for which the examination was constructed.

With principles such as these in mind the faculty has attempted to develop a series of required courses which will serve student needs better than the courses formerly offered. The following courses, which were begun with the class entering in the fall of 1946, have become the curriculum of basic education:*

AREA I—MAN

HUMAN DEVELOPMENT AND BEHAVIOR. This is a three-hour course running through the year and will coordinate materials concerned with human living. These include certain major concepts in biology, psychology, social anthropology and nutrition which aid in the study of the changing reactions of human beings throughout the life span. The course is designed to give the student a knowledge of the various structures and functions of the body as well as an increased ability to meet the typical problems involved in the social, emotional and intellectual development of the individual.

AREA II—THE UNIVERSE

THE NATURAL WORLD. A one-year course in science, consisting of either N.S. 1-2 or N.S. 5-6 (see page 66 for description of these sequences). Students who plan to major in Biology, Chemistry or in Nursing should plan to take N.S. 1-2. All others may choose either sequence.

AREA III—SOCIAL RELATIONSHIPS

THE HISTORY OF WESTERN CIVILIZATION. This is a four-hour course throughout the year which traces the cultural developments of the western world from the earliest times up to the present. Considerable attention is given to significant developments in the Americas as they form a part of the continuous evolution of western civilization. This course is not a history of western civilization in the conventional sense but rather a course dealing with the problems and achievements of our cultural heritage.

* Further description of these courses is to be found on pages 66-68.

MODERN SOCIETY. This is a three-hour course throughout the year and ordinarily will be taken in the sophomore year. The objective is to provide the student with materials concerning significant social, economic and political problems and institutions and with a method of understanding and analyzing these.

WORLD CULTURE. This is a three-hour course for one semester with the objective of stimulating global thinking and encouraging an understanding of the cultural and political influences on the relations between nations. Particular attention is given currently to Asiatic culture.

AREA IV—AESTHETIC ACHIEVEMENTS

THE ARTS. This is a four-semester course, three hours each semester, correlating work in the visual arts, drama, literature, music and the dance. It should be taken as a sequence ordinarily in the sophomore and junior years. The purpose of the course is to present the several arts as experience in which the student may share not merely passively, but actively and intelligently, through knowing something of forms, functions and media, as well as understanding and enjoying the more significant works of the imagination. Part of the course is a workshop. The student attends approved concerts, plays, lectures, art exhibits, etc., and also participates in the college activities connected with the creative arts.

AREA V—ORGANIZATION OF EXPERIENCE

PHILOSOPHY OF LIFE. This is a three-hour course throughout the year and is ordinarily taken in the senior year. The objective of the course is to provide the student with an

understanding of the world of values and with an opportunity to engage in significant philosophical and religious thinking and discussion.

In addition to the above area courses there are requirements in:

1. ENGLISH COMPOSITION. This is a two-hour course throughout the year and will be correlated with the other courses from which materials will be drawn for practice in the art of writing.

2. EFFECTIVE SPEECH. This is a two-hour course throughout the year and will be correlated with Modern Society from which course discussion materials will be provided as a basis for practice in oral discourse.

3. PHYSICAL EDUCATION. This is a course in sports and the dance. It is required of all freshmen and sophomores.

4. A Moderate Reading Ability in one Foreign Language.

These courses constitute the curriculum of basic education. They total 67 hours or slightly over one half of the requirements for graduation. There is a foreign language requirement, and Mathematics is recommended for every student.

Fulfillment of any one or more of these academic requirements may be achieved by passing exemption examinations in the fields concerned. The faculty does not require students to take work in fields with which they are already sufficiently acquainted, but it will not permit students to graduate without having successfully demonstrated that they have covered the content of the requirements in basic education, essential for every person of true educational stature. Not all of this work will be taken in the first two years but rather it will be spread throughout the four years.

While there will be considerable variation, the ideal plan is to fulfill these requirements in descending scale,

taking four required subjects the first year, three the second, two the third and one the fourth, at the same time that elective work is taken in ascending scale with one elective course in the first year, two in the second, three in the third and four in the fourth.

Basic education and specialized work should both be parts of a continuous process. They should be correlative and not concentrated at any one time as if to indicate that they had no relationship one with the other. Certainly the liberally educated graduate must combine civic, personal and professional interests in a harmonious pattern of living. This being the case, the educational process should be so organized that courses serving these varied needs should be taken concurrently and the student thus acquire in college the habit of living a diversified rather than a narrowly concentrated life. No training is complete which does not include both basic education and individualized education.

Individualization must take three forms: (1) attention to the particular problems of each student in fulfilling the requirements in basic education; (2) provision of an adequate testing and guidance program to assist the student in making decisions and adjustments from the time of admission through to placement after graduation; and (3) development of a sufficiently flexible curriculum to serve occupational and avocational needs.

In regard to the latter, the faculty of P.C.W. believes that every student should achieve occupational competence, whether or not it becomes immediately necessary to earn a living, and also a deep interest in avocational activities. The faculty has therefore determined that approximately one quarter of the four year program shall be devoted to concentration in one or more fields of study, and approximately one quarter shall be devoted to elec-

tive studies which the student pursues of her own free will. Above all other considerations, it is a balance between basic and individualized studies which the faculty believes to be so important in a college of liberal arts.

It is necessary for the college student to clarify her aims in order for her to become aware of her particular abilities and know the progress which she is making. In order to make certain that such information becomes available to the student, the college has established an Office of Evaluation Services headed by a full time director. The presence of such a service permits analysis and advice which in the absence of such an office would be impossible.

To fulfill the requirement in concentration, the college offers two choices: a field major and an interdepartmental major. A field major involves advanced work in a specific field such as English or economics. An interdepartmental major involves advanced courses developed around a particular topic such as American civilization, the modern community, comparative literature or several of the sciences. The plan thus provides for the greatest possible leeway in exploring and exploiting special interests within the framework of a liberal arts curriculum. In the senior year each student participates in a six credit hour tutorial involving individual work on a problem in the major field.

It will be readily granted that the success of this or any other curriculum will be determined finally by the quality of teaching. The instructor must be a leader, a stimulating one. He must be an example, an impressive one. But above all, he must be a learner, in advance of his students to be sure, but a person whose own enthusiasm for great thoughts and a rich experience is contagious.

Knowledge of fact is obviously not the sole goal of education. The curriculum is but a composite of materials with

which to deal. Skills acquired, attitudes and beliefs developed and refined—these also are a part of the mortar of life. They can be most effectively learned indirectly. Courses in them are formal and artificial. The realization of their importance on the part of an able faculty will cause them to become basic in every contact inside and outside the classroom. They will be learned not because they are taught as separate disciplines but because they are an integral part of the entire program of the college.



THE COURSE OF STUDY

Requirements for Graduation

The requirements for graduation from Pennsylvania College for Women are:

1. The passing of the following required courses which are to be distributed over the four years.

Human Development and Behavior B1-2 (6 hrs.)

History of Western Civilization B1-2 (8 hrs.)

Modern Society B3-4 (6 hrs.)

World Culture B105 (3 hrs.)

Natural Sciences B1, B2, or B5-6 (8 hrs.)

The Arts B1-2, B101-102 (12 hrs.)

Philosophy of Life B151-152 (6 hrs.)

English Composition B1-2 (4 hrs.)

Effective Speech B1-2 (4 hrs.)

Physical Education B1, B2, B3, B4 (4 hrs.)

2. Moderate reading ability in one foreign language.
3. The completion of an approved major.
4. The completion of a Tutorial in the major field under the individual supervision of the appropriate faculty member.
5. The successful completion of 124 semester hours.
6. Maintenance of a weighted point average of 2.00.

A student will be excused from taking any of the above required courses in which she has established, by passing an exemption examination, that she has attained the objectives of the course.

Majors

FIELD MAJORS

Students meeting the requirements for admission to the junior class are offered major work in the following fields: art, biology, chemistry, drama, economics, English language and literature, family living, French, German, history, mathematics, music, philosophy, political science, psychology, sociology and Spanish—leading to the degree of Bachelor of Arts; biology, chemistry and education—leading to the degree of Bachelor of Science.

Each department lists its major requirements at the beginning of the section presenting its courses. To the general requirements for graduation and the requirements of the department must be added a sufficient number of elective credits to complete the 124 semester hours required for graduation. Students must elect at least 12 semester hours of their major work from courses numbered over 100.

INTERDEPARTMENTAL MAJOR

An Interdepartmental Major is offered for the student who desires as comprehensive a college course as possible. By cutting across departmental lines it makes possible many combinations of courses without a specific major in one field. A student electing this major may combine subjects with reference to individual interests and objectives. Listed below are two examples of an Interdepartmental Major:

AMERICAN CULTURE AND CIVILIZATION	Hrs.
Art 102—Contemporary Art	2
Economics 103—Introduction to Economics	3

English 135-136—American Literature	6
History 161-162—History of the United States	6
History 163-164—Social and Intellectual History of the United States	6
Music 104—Contemporary Music	3
Tutorial	6
	<hr/>
	32

SOCIAL SCIENCES

Economics 119-120—History of Economic Philosophy	6
Mathematics 10—Elementary Statistics	3
Political Science 103—Introduction to Govt. & Politics	3
Political Science 111—International Relations	3
Psychology 101—General Psychology	3
Sociology 103—Elements of Sociology	3
Sociology 130—Advanced Social Theory	3
Tutorial	6
	<hr/>
	30

Degrees

Satisfactory completion of academic work implies the maintenance of a grade of a certain quality. For the purpose of determining this quality grade, numerical values called "points" are assigned to the grade letters: for grade A in a course, four points are allocated for each semester hour of the course; for grade B, three points; for grade C, two points; for grade D, one point. To be recommended for the bachelor's degree, a student must have a weighted average of 2.00 for her hundred and twenty-four hours of academic work. In general those students who have not at the end of their third year attained this average will be advised not to enter the senior class.

THE DEGREE OF BACHELOR OF ARTS

Students are recommended for the degree of Bachelor of Arts upon satisfactory completion of the requirements for graduation with a major approved for the Bachelor of Arts degree.

THE DEGREE OF BACHELOR OF SCIENCE

Students are recommended for the degree of Bachelor of Science upon the satisfactory completion of a major in chemistry or in biology, in the five-year course in nursing education, in kindergarten education or in elementary teaching education.

Honors

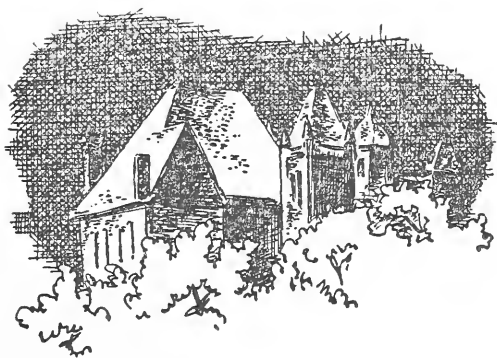
At a Special Honors Convocation each fall, Honors will be announced for the Senior, Junior and Sophomore classes. This list will consist of those students having a cumulative average of 3.40.

Honors will be granted at graduation as follows:

High Honors: A cumulative average of 3.70.

Honors: A cumulative average of 3.40.





DESCRIPTION OF COURSES

THE P.C.W. CURRICULUM

SENIORS	PHILOSOPHY OF LIFE 6 hours		ELECTIVES			
	WORLD CULTURE 3 hours	ARTS 101-102 6 hours	ELECTIVES			
JUNIORS	EFFECTIVE SPEECH 4 hours	MODERN SOCIETY 6 hours	ARTS 1-2 6 hours	PHYSICAL EDUCATION 2 hours	ELECTIVES	
	ENGLISH COMPOSITION 4 hours	HISTORY OF WESTERN CIVILIZATION 8 hours	HUMAN DEVELOPMENT AND BEHAVIOR 6 hours	NATURAL SCIENCE 1-2 or 5-6 8 hours	PHYSICAL EDUCATION 2 hours	ELECTIVE
FRESHMEN						
SOPHOMORES						

The titles of all courses in the Basic Curriculum are given above. All students take these unless exempted by examination. Elective courses—chosen by the student in terms of her individual vocational and educational interests, aspirations and capacities.

Courses of Instruction

BASIC CURRICULUM

AREA I

HUMAN DEVELOPMENT AND BEHAVIOR B1-2

The origin, maturation, and optimal development of the bodily structures and functions which underlie human behavior. The objective is to enable the student to meet effectively the typical problems involved in one's physical, social, emotional and intellectual development. Each semester (3). Mrs. Martin and Miss Vincent.

AREA II

NATURAL SCIENCES

- B1. MATTER. Observations, hypotheses, theories and laws dealing with the development of modern chemistry. Either semester (4). Mr. Wallace and Miss Dumot.
- B2. LIFE. A study of the important principles of the knowledge of living organisms—their plan of structure, their functions, relationships and adaptations to their living and non-living environment. Either semester (4). Mrs. Martin.
- B5-6. ENERGY. Star galaxies, the Solar System, the planet Earth. Nuclear, atomic, and mechanical energy systems. Actions and effects of the physical environment on life. Each semester (4). Mr. Ward.

AREA III

SOCIAL RELATIONSHIPS

B1-2. HISTORY OF WESTERN CIVILIZATION. A cultural history including the most essential factors in the rise of western civilization, its Judaic-Christian and Graeco-Roman origins, the mediaeval synthesis, the development of modern European civilization and its expansion to the present day. It includes significant developments in the Americas as they form a part of the continuous evolution of western civilization. Each semester (4). Miss Blane, Mr. Borsody and Mr. Andrews.

B101-102. MODERN SOCIETY. The organization and functioning of modern society. The interrelated and complex characters of the established patterns and social behavior as they occur in folkways, mores, customs and institutions. Social change and institutional resistance. Institutional reorganization and reform. Each semester (3). Mr. Keefe and Mr. Pierce.

B105. WORLD CULTURE. A three-hour course for one semester with the objective of stimulating global thinking and encouraging an understanding of the cultural and political influences on the relations between nations. Particular attention is given currently to Asiatic culture. Either semester (3). Mr. Gilpatrick.

AREA IV

AESTHETIC ACHIEVEMENTS

THE ARTS. A four-semester course, correlating work in the visual arts, drama, literature, music and the dance. To be taken as a sequence ordinarily in the sophomore-junior years. One lecture and two seminars each week. Each semester (3).

B1-2. THE ARTS.

First semester: Form, function and materials of the Arts.

Second semester: The heritage of the Arts.

Mr. Barber, Mr. Storey, Mr. Taylor, and Mr. Wenneker.

B101-102. THE ARTS.

First semester: Romanticism and Realism.

Second semester: Styles and criticism in modern art.

Mrs. Evanson, Mr. LeClair, Mr. Wichmann and Mr. Cummins.

A workshop is correlated with each year of the course. Students attend approved concerts, plays, art exhibits, lectures, etc., and read from an approved list of modern books. Evaluation of the student's achievement in the course is based on workshop experience, including participation in college activities connected with the creative arts, as well as on examinations and work in seminars. Workshop reports should represent participation in each of the arts each semester.

AREA V

ORGANIZATION OF EXPERIENCE

B151-152. PHILOSOPHY OF LIFE. A study of philosophical and religious points of view designed to guide the student in the formation of a consistent, comprehensive and workable philosophy of life. Open to seniors and to juniors with special permission. Each semester (3). Mr. Bugbee.

In addition the following is required:

A moderate reading ability in a foreign language.

B1-2. ENGLISH COMPOSITION. The course is primarily concerned with exposition. Its purpose is to teach students to think clearly and to write correctly. Since the skills which pertain to writing are essential to every course in college, the student is given direct practice with material from other courses, specifically in collaboration with history B1-2. Each semester (2) Mr. Zetler and Mr. Barber.

B1-2. EFFECTIVE SPEECH. A general introductory course designed to train the student to achieve a natural, effective manner of speaking. Offered as a correlated course with Modern Society. (Required in the sophomore year.) Each semester (2). Mrs. Evanson, Mrs. Copeland and Mr. Wenneker.

B1, B2, B3, B4. PHYSICAL EDUCATION. SPORTS AND DANCE. On the basis of the student's ability, physical condition and past experiences, classes are formed to provide for the development of skill and for recreational value in each activity taken throughout the year. Each semester (1). Miss McDaniel and Miss Tanton.

DEPARTMENTS OF INSTRUCTION

The departments of instruction are arranged in alphabetical order of their titles. Courses numbered under 100 are open to freshmen. Courses numbered 100 or above are upper-class courses.

Courses listed with two numbers—as English B1-2, history B1-2—are year courses, and credit is not given for one semester of such courses except with special permission of the Dean and the instructor.

The college reserves the right to withdraw any course which is not elected by at least six students.

Graduation credits are indicated in terms of semester hours for each course listed in this section.

The letter B preceding a course, indicates a course in the basic curriculum.

A tutorial in her major is required of each student.

Unless otherwise designated, courses are given every year.

It should be noted that certain courses may not be taken unless a prerequisite course has first been fulfilled. In some instances, prerequisites may be fulfilled by examination.

ART

Professor LeClair, Assistant Professor Storey

Students majoring in art will be expected to take 30 hours of studio work in art including art 1-2, 3-4, 5-6, 111, 115, and 203-204. In addition 4 hours of art history are required (art 101 and 102). Courses in art may be taken in any

sequence, but it is expected that students majoring in art will complete art 1 through 6 before going on to advanced work.

1-2. **DRAWING.** The fundamentals of figure and object drawing. Contour, movement, form, and expressive qualities are emphasized. Problems in perspective. Pen and ink, pencil, chalk, crayon, brush and ink, and other media are used. Each semester (2). Mr. Storey.

3-4. **OIL PAINTING.** Oil painting from still-life, landscape and the figure. Creative experimentation is encouraged and at the same time the disciplines of pictorial composition are emphasized. Each semester (3). Mr. LeClair.

5-6. **DESIGN.** Functional design utilizing modern concepts and techniques. Color theory. Three-dimensional work in clay and construction in plastics, paper and wood. Fabric design. Each semester (3). Mr. Storey. Given 1954-55.

101. **HISTORY OF ART.** Consideration of Ancient, Mediaeval and Renaissance art forms. Illustrated lectures, discussion, readings, visits to art galleries. Prerequisite: the Arts B1-2. First semester (2). Mr. Storey. Given 1953-54.

102. **CONTEMPORARY ART.** Emphasis on architecture, painting and sculpture of the twentieth century with attention to nineteenth century backgrounds. Illustrated lectures, discussion, readings, visits to art galleries. Prerequisite: the Arts B1-2. Second semester (2). Mr. Storey. Given 1953-54.

111. **SCULPTURE.** A studio course in the fundamentals of sculptural design. The processes of modelling, casting and carving are considered. Work in a wide range of materials is encouraged—clay, plaster, stone, lead, various woods, etc. First semester (3). Mr. Storey. Given 1953-54.

114. **WATERCOLOR.** Creative composition in watercolor. Landscape and interior sketching, and work from the model. After basic training in direct watercolor technique, the student is encouraged to develop a personal, experimental approach to the medium. Second semester (3). Mr. LeClair. Given 1953-54.

115. COMPOSITION. Pictorial design taught with emphasis on formal discipline and creative expression. Problems are related to the arts course in that the student studies the principles of classicism, romanticism, realism, impressionism and cubism. Casein, egg-tempera and encaustic are used. Prerequisite: Art 3-4. Second semester (3). Given 1954-55.

117. CERAMICS. Introduction to the art of ceramics. Coil, slab and mold methods of pottery making; glazing and under-glaze painting; biscuit and gloss firing; application of designs and textures to pottery. Craftsmanship and imaginative investigation of materials are encouraged. First semester (3). Given 1954-55.

121. COSTUME DESIGN AND ILLUSTRATION. Sketching from the costumed model. Students may elect to do laboratory problems in the field of costume design for the theatre or in fashion illustration for newspaper and magazine. Students may also elect to do three hours work in the studio or to do two hours in the studio and one hour in practical work on drama productions. First semester (3). Mr. LeClair. Given 1953-54.

123. ADVERTISING ART. Consideration of layout, lettering and illustration for poster, pamphlet, magazine and newspaper. Problems in connection with student publications, exhibits and other campus activities are encouraged. First semester (3). Mr. Storey. Given 1953-54.

125-126. ADVANCED PROBLEMS IN ART. Individual instruction in advanced projects. Prerequisite: completion of the Art courses required for a major, and permission of the department head. Hours and credits to be arranged. Each semester. Art Faculty.

203-204. TUTORIAL. Each semester (3). Art Faculty.

BIOLOGY

Professor Martin, Miss Barish

Students majoring in biology will be expected to take natural science B1-2, and twenty-six hours of biology in-

cluding six hours of tutorial. Another laboratory science, languages and mathematics are highly recommended.

B1-2. NATURAL SCIENCE. See Basic Curriculum, page 66.

7. INVERTEBRATE ZOOLOGY. A study of the taxonomy, life cycles and habitats of the invertebrate animals. Prerequisite: natural science B1-2. Two lectures and four hours of laboratory. Second semester (4). Miss Barish. Given 1954-55.

8. COMPARATIVE VERTEBRATE ANATOMY. A comparative study of the various groups of vertebrates with references to evolutionary relationships among them. Prerequisite: natural science B1-2. Two lectures and four hours of laboratory. Second semester (4). Mrs. Martin and Miss Barish. Given 1954-55.

10. PLANT SCIENCE. A general study of the plant kingdom of the past and present. Prerequisite: natural science B1-2. Two lectures and four hours of laboratory. First semester (4). Mrs. Martin. Given 1953-54.

101. GENERAL BACTERIOLOGY. The study of fundamental characteristics of bacteria and related micro-organisms including taxonomy, distribution and importance to man. Prerequisite: Natural Science B1-2. Two lectures and four hours of laboratory. First semester (4). Miss Barish.

102. GENERAL BACTERIOLOGY. Further study of aerobic and anaerobic bacteria, fungi, viruses and laboratory techniques. Two lectures and four hours of laboratory each week. Second semester (4). Miss Barish. Given 1953-54.

107. HISTOLOGY AND MICROTECHNIQUE. The study of animal tissues in lecture, and emphasis on the preparation of tissue sections in laboratory. Prerequisite: Natural Science B2; Biology 8 recommended. Two lectures and optional four hours of laboratory. First semester. (2) or (4). Miss Barish. Given 1953-54.

109. HEREDITY. A study of the principles and cytological mechanisms of inheritance in plants and animals. Prerequisite: Natural Science B1-2. Two lectures and optional four hours of laboratory. Second semester (2) or (4). Miss Barish. Given 1954-55.

110. VERTEBRATE EMBRYOLOGY. Prerequisite: Natural Science B1-2, Biology 8 recommended. Two lectures and four hours of laboratory. First semester (4). Mrs. Martin. Given 1954-55.

111. EDUCATION CONCERNING MARRIAGE. Three discussions each week. Second semester (3). Mrs. Martin.

114. PHYSIOLOGY. A study of the functions of tissues and systems in man. Prerequisite: Natural Science B1-2. Two lectures and four hours of laboratory. Second semester (4). Miss Barish. Given 1953-54.

201-202. TUTORIAL. Required of juniors majoring in biology. Library training in preparation for biology 203-204. Each semester (1). Biology Faculty.

203-204. TUTORIAL. Each semester (2). Biology Faculty.

CHEMISTRY

Professor Wallace, Mr. Markle and Miss Dumot

Candidates for the A.B. degree in chemistry will take Natural Science B1, Chemistry 2, 103, 104, 105, 106, either 107 or 108 or 109-110, 201-202 and 203-204 together with courses from other departments in fulfillment of the general requirements of graduation. Additional required courses are dependent on the particular field which the candidate wishes to enter. They are as follows:

- (a) Graduate study: chemistry 107, 109, 110, physics, biology, two years of mathematics, German and French.
- (b) Industrial laboratory work: chemistry 107, 108, 109, 110, physics and mathematics.
- (c) Health and medical laboratory work: chemistry 107, 108, Natural Science B1-2, bacteriology and histology.
- (d) Chemical library work: mathematics, economics, English composition, German and French.

Candidates for the B.S. degree in chemistry will take five one-year courses in chemistry, plus Chemistry 201-202 and 203-204; Physics, and Mathematics through calculus. They are also required to have a reading knowledge of German.

B1-2. NATURAL SCIENCE. See Basic Curriculum, page 66.

2. INORGANIC CHEMISTRY. A detailed study of the metallic and non-metallic elements and their compounds including theory involved. Two lectures, one recitation, and one two-hour laboratory period per week. Prerequisite: Natural Science B1-2. Second semester (3). Mr. Wallace and Miss Dumot.

103. QUALITATIVE ANALYSIS. Theory and laboratory practice involving the separation and identification of anions and cations. Prerequisite: chemistry 2. Two lectures, one recitation, and six hours of laboratory per week. First semester (4). Mr. Markle.

104. QUANTITATIVE ANALYSIS. The theory and practice of gravimetric and volumetric analysis including precipitation, acidimetry, alkalimetry and oxidation-reduction determinations. Prerequisite: Chemistry 2. Two lectures, one recitation, and six hours of laboratory. Second semester (4). Mr. Markle.

105. ORGANIC CHEMISTRY. A study of the preparations, reactions, and properties of the classes of aliphatic and aromatic compounds. Laboratory work: preparations and tests of organic compounds. Prerequisite: Natural Science B1-2, Chemistry 2. Two lectures, one recitation, and five hours of laboratory. First semester (4). Mr. Wallace.

106. ORGANIC CHEMISTRY. Extensive comparison and contrast between aliphatic and aromatic compounds. Laboratory work: organic preparations and qualitative analysis of organic compounds and mixtures. Prerequisite: chemistry 105. Two lectures, one recitation, and five hours of laboratory. Second semester (4). Mr. Wallace.

107. ADVANCED QUANTITATIVE ANALYSIS. Chemistry of foods and food products. Analyses of carbohydrates, fats, proteins, etc., in raw and manufactured products. Prerequisite: chemistry 104 and 106. Two lectures, and eight hours of laboratory. First semester (4). Mr. Wallace and Miss Dumot.

108. BIOCHEMISTRY. Study of carbohydrates, fats, proteins, and of animal metabolism including the analysis of body fluids, tissues and catabolic products. Prerequisite: Chemistry 104 and 106. Two lectures, one recitation, and six hours of laboratory. Second semester (4). Mr. Wallace and Miss Dumot.

109-110. PHYSICAL CHEMISTRY. Properties of gases, liquids, solids and solutions; thermochemistry; chemical kinetics; electro chemistry and atomic theory. Prerequisite: Chemistry 104 and Physics 4, and calculus. Two lectures, one recitation and six hours of laboratory. Each semester (4). Mr. Markle.

201-202. TUTORIAL. Required of juniors majoring in chemistry. Chemical library training in preparation for chemistry 203-204. Each semester (1). Chemistry Faculty.

203-204. TUTORIAL. Each semester (2). Chemistry Faculty.

DRAMA

Associate Professors Ferguson* and Evanson,
Assistant Professor Wenneker and Mrs. Copeland

Students majoring in Drama are expected to take a minimum of twenty-four semester hours in the department and the tutorial in Drama. Drama 1-2 is not to be considered part of the major.

DRAMA 1-2. See Effective Speech B1-2 under Basic Curriculum.

DRAMA 3-4. FUNDAMENTALS OF DRAMA. This course is oriented toward the general student who wishes a cultural background in the literature of drama through emphasis on the nature of the play as a reflection of national culture. Tickets to assigned professional and non-professional plays will be furnished to students, and attendance both at the performance and the following discussions is an integral part of the course. Two lectures, two hours of Drama Workshop. (Open to first year students.) Each semester (3). Mrs. Evanson.

* on leave 1954-55

DRAMA 5-6. FUNDAMENTALS OF ACTING. A study and presentation of selected scenes from dramatic literature illustrating the important styles in development from classical to contemporary times. Emphasis on character delineation as it relates to the dynamics of the play. Attention given to physical movement as it affects individual poise. Two lectures, two hours of Drama Workshop. (Open to first year students.) Each semester (3). Mrs. Evan-son.

DRAMA 101-102. FUNDAMENTALS OF DIRECTING. A course in the non-technical elements of production. The organization, selection, casting, directing and presentation of scenes and plays primarily designed for the college community. This course will equip students for elementary directing of untrained groups in church organizations, schools, settlement houses, summer camps and so forth, and for participation in advanced theater organizations. Two hours lecture, two hours Drama Workshop. Each semester (3). Mr. Wenneker.

DRAMA 103-104. FUNDAMENTALS OF DRAMATIC CRITICISM. A course in the theory, practice and history of criticism as it relates to the literature of the drama. Second semester emphasis is upon contemporary and current drama. Tickets to assigned professional and non-professional productions will be furnished. Each semester (3). Mr. Wenneker. Given 1954-55.

DRAMA 105. INDIVIDUAL COMMUNICATION. A course designed to improve the student's own speech, to help her recognize speech problems and to understand the functional aspects of these problems. Students with minor speech problems receive practical, individually directed aid. First semester (3). Mrs. Copeland.

DRAMA 106. GROUP COMMUNICATION. An advanced course in community discussion aimed to develop the individual into a participating, purposeful, responsible member of the group. Targets of opportunity considered as they arise. The technique of amplified telephone interview will be used. Community leaders and students from other colleges to be invited to the campus for discussion participating. Second semester (3). Mrs. Copeland.

DRAMA 203-204. TUTORIAL. Each semester (3). Drama Faculty.

ECONOMICS

Mr. Pierce

Students majoring in economics will take economics 103, 104, 109, 111-112, 114, 119-120, and 203-204. Mathematics 10 is recommended. Courses in other fields will be chosen according to the candidate's special interests after consultation with the chairman of the department.

103. INTRODUCTION TO ECONOMICS. A study of the development and characteristics of the modern economic system. An analysis of significant concepts and of the principles influencing production, price determination, consumption and distribution. First semester (3).

105. ECONOMICS FOR CONSUMERS. The role of the consumer in the modern economic society. Attention is given to the influence of population trends and shifts, distribution of national wealth and income, growth of monopoly, advertising, installment selling, co-operative movement, investments, insurance, and other forces upon consumer behavior. Second semester (3). Given 1953-54.

109. MONEY AND BANKING. The growth of the banking system with special attention to the policies and techniques of the Federal Reserve System. A survey of foreign banking systems. Special attention is given to the relation between the policies and operations of the banking system and economic stability. Prerequisite: Economics 103. First semester (3). Given 1954-55.

111. MANPOWER ECONOMICS. A study of the labor supply and its relation to the Economy. First semester (3). Given 1954-55.

114. INTERNATIONAL ECONOMICS. The struggle for raw materials and markets, the use of tariffs and subsidies, the role of foreign exchange control, the influence of commodity and capital movements, and the history of commercial policy. Second semester (3). Given 1954-55.

119-120. HISTORY OF ECONOMIC PHILOSOPHY. The evolution of economic philosophies, an analysis of leading historical and current philosophies, and a study of their possible effects upon the economic system. Prerequisite: Economics 103. Each semester (3). Given 1953-54.

203-204. TUTORIAL. Each semester (3).

EDUCATION

Associate Professor Fulton, Assistant Professor Rhoads

REQUIREMENTS FOR RECOMMENDATIONS FOR STATE CERTIFICATION IN TEACHING

Students are recommended to any state for secondary school certification when they satisfactorily complete the specific requirements of that state, with all requirements for the bachelor's degree. Students are recommended for certification for elementary school teaching when they have completed the elementary curriculum of the college and satisfied the requirements for the bachelor's degree and are recommended for certification on the kindergarten-primary level when they have completed the kindergarten-primary curriculum of the college and have satisfied the requirements for the bachelor's degree.

In Pennsylvania the minimum education requirements for the college provisional certificate for secondary school teaching are eighteen semester hours including education 161-162, 164, and 171 and 172. In addition it is necessary to have completed at least eighteen semester hours in each subject in which the student wishes to be certified to teach. United States history with emphasis on the history of Pennsylvania (History 161-162) is required for all teachers in the public schools of the state. This requirement is in addition to the other requirements.

Students preparing to teach on the elementary level are required to take Education 161-162, 165-166, 169, 170, 173 and 174. In addition they must take History 161-162 (American history with special reference to Pennsylvania history) and possess or acquire an elementary skill in piano.

Students preparing to teach in the kindergarten-primary level are required to take Education 161-162, 167-168, 169, 170, 175 and 176. In addition they must take History 161-162 (American history with special reference to Pennsylvania history) and possess or acquire an elementary skill in piano.

Attention of graduates is called to the Placement Service, Teacher Bureau, of the Department of Public Instruction, Harrisburg. No enrollment fee is required and no charge is made for service rendered by the bureau. Blank forms for enrollment and circulars containing full particulars with regard to the work of the bureau may be obtained by addressing the Assistant Director, Teacher Bureau, Department of Public Instruction, Harrisburg, Pennsylvania.

The college endeavors to assist in locating available positions for those members of the graduating class who receive the teaching certificate. School administrators desiring teachers should contact either the members of the education department or the college Placement Bureau.

161-162. THE TEACHING ENTERPRISE. This is a course designed for all students who are preparing to teach. It will cover orientation to the profession and deal particularly thoroughly with the process of growth.

This course is designed to cover materials ordinarily offered in courses in Introduction to Teaching and Educational Psychology as well as other materials intended to provide a basic foundation for understanding the place, function and procedures of education, social, legal, structural. Each semester (3). Miss Fulton.

164. GENERAL AND SPECIFIC TEACHING METHODS ON THE SECONDARY LEVEL. This course is designed to cover materials ordinarily offered in courses in Secondary Education, Principles and Methods of Teaching, and such other material (including audio-visual aids) as may provide a well-rounded preparation for student teaching in the various fields. Second semester (3). Miss Fulton.

165-166. GENERAL AND SPECIFIC TEACHING METHODS ON THE ELEMENTARY LEVEL. This course is designed to cover materials offered in conventional courses in Principles of Elementary Education and Methods of Elementary Education. It includes preparation for the teaching of English, Reading, Arithmetic, Health, Science, Geography and Social Studies, including the application of audio-visual aids. Specialists in various fields will be called in as needed. First semester (3) and second semester (6). Miss Rhoads.

167-168. GENERAL AND SPECIFIC TEACHING METHODS ON THE KINDERGARTEN-PRIMARY LEVEL. This course is designed to cover materials offered in conventional courses in Kindergarten-Primary Theory. It also includes applied methods in Health, Science, Social Studies, Arithmetic and Reading including the use of audio-visual aids. Specialists in various fields will be called in as needed. First semester (3) and second semester (6). Miss Rhoads.

169. MUSIC EDUCATION. This is a course in aims and objectives, principles, methods and materials in the teaching of music in the elementary and primary grades. First semester (3). Miss Rhoads.

170. ART EDUCATION. This is a course in aims and objectives, principles, methods and materials in the teaching of art in the elementary and primary grades. Second semester (3). Mr. Storey.

171. SECONDARY SCHOOL OBSERVATION AND STUDENT TEACHING. This course consists of planned sequential observations and teaching in a public school under the guidance of an experienced critic teacher and the staff of the education department. Frequent conferences and critiques. First semester (6). Miss Fulton.

172. SEMINAR FOR SECONDARY SCHOOL TEACHERS. This is a seminar for the analysis and discussion of problems of teaching approached historically, philosophically and through practical observation. Second semester (3). Miss Rhoads.

173. ELEMENTARY SCHOOL OBSERVATION AND STUDENT TEACHING. This course consists of planned sequential observations and teaching in a public school under the guidance of an experienced critic teacher and the staff of the education department. Frequent conferences and critiques. First semester (9). Miss Rhoads.

174. SEMINAR FOR ELEMENTARY TEACHERS. This is a seminar for the analysis and discussion of problems of teaching approached historically, philosophically and through practical observation. Second semester (3). Miss Rhoads.

175. KINDERGARTEN-PRIMARY OBSERVATION AND STUDENT TEACHING. This course consists of planned sequential observation and teaching in a public school under the guidance of an experienced critic teacher and the staff of the education department. Frequent conferences and critiques. First semester (9). Miss Rhoads.

176. SEMINAR FOR KINDERGARTEN-PRIMARY TEACHERS. This is a seminar for the analysis and discussion of problems of teaching approached historically, philosophically and through practical observation. Second semester (3). Miss Rhoads.

ENGLISH

Professor Zetler, Associate Professor Eldredge*,
Assistant Professors Barber and Cummins,
Mrs. Bernhard and Mrs. Jones

Students majoring in English are expected to take a minimum of twenty-four hours in the department and the tutorial in English. Freshman composition is not to be considered a part of the major.

The minimum requirement shall include Great Writers (English 125-126), Shakespeare (English 127-128) six additional semester hours in literature, and one writing course, either English 101-102 or 103-104.

B1-2. ENGLISH COMPOSITION. See Basic Curriculum, page 68.

* on leave 1954-55

101-102. GENERAL WRITING. Attention is given to phrasing, connotation, denotation, description and narration. Models from modern writing in characterization and description are used. Each semester (3). Mr. Zetler.

103-104. CREATIVE WRITING. Various types of original composition, primarily the short story. Analysis of conventional and modernistic types of writing. Each semester (3). Mr. Cummins. Given 1953-54.

111. WORKSHOP IN JOURNALISM. News and feature writing, newspaper techniques and practice. First semester (3). Mrs. Bernhard. Given 1954-55.

125-126. GREAT WRITERS. The study primarily of the masterpieces of English and continental literature which are the background of our modern culture. The books considered will be chosen and the discussion will be arranged, to supplement and continue the work in literature of the arts B1-2 and B101-102. This course should be taken in the junior or senior year to synthesize the work in other literature courses. Each semester (3). Mr. Zetler.

128. CHAUCER. A study primarily of *Troilus and Criseyde* and *The Canterbury Tales*. Second semester (3). Mr. Barber.

129-130. SHAKESPEARE. A study of Shakespeare as the great figure of the English Renaissance. Each semester (3). Mr. Cummins.

131. SEVENTEENTH CENTURY PROSE AND POETRY. A study of the outstanding writers of the seventeenth century. Both the prose and the poetry will be considered and special attention will be given to the scientific writings, Donne, Bacon, Milton, Burton, and the metaphysical school. First semester (3). Mr. Cummins. Given 1954-55.

134. EIGHTEENTH CENTURY LITERATURE. The temper and techniques of the neo-classical writers of the early part of the century, and the emergence of romanticism. Second semester (3). Mr. Cummins. Given 1954-55.

135, 136. NINETEENTH CENTURY LITERATURE. A study of English prose and poetry of the 19th Century with emphasis upon major writers. Each semester (3). Given 1955-56.

141. AMERICAN LITERATURE. A study of colonial literature and its emergence in the light of the events of American history up to the time of the Civil War. First semester (3). Mrs. Jones.

142. MODERN AMERICAN LITERATURE. The period since 1870. Second semester (3). Mrs. Jones.

145-146. COMPARATIVE DRAMA. Studies in the development of the drama from the Greeks to our time. Through discussion and interpretative reading, significant plays will be considered in relation to the theatrical and social conditions in which they originated and the permanent interests they express. Each semester (3). Given 1955-56.

147-148. THE NOVEL. Studies in the development of English fiction. Each semester (3). Mr. Barber.

150. INTRODUCTION TO BIBLIOGRAPHIC METHOD. A study of the sources of bibliographic information and form with special attention to the compilation of bibliographic lists. Open to juniors only. Second semester (1).

203-204. TUTORIAL. Each semester (3). English Faculty.

FAMILY LIVING

Assistant Professor Greene

The college firmly believes that preparing the young woman college graduate of today to be an effective homemaker involves considerably more than the ordinary mastery of the home science arts. While a certain amount of emphasis is placed on these arts, the college goes much further in its preparation by offering an Interdepartmental Major in this field. Listed below is such a major:

Psychology 103—Psychology of Childhood and Adolescence.

The course deals with the various approaches to the development of the individual from childhood through adolescence. Emphasis will be placed on the techniques of

adjustment at the various age levels. First semester (3). Miss Vincent. Given 1953-54.

Economics 105—Economics for Consumers. The role of the consumer in the modern economic society. Attention is given to the influence of population trends and shifts, distribution of national wealth and income, growth of monopoly, advertising, installment selling, co-operative movement, investments, insurance, and other forces upon consumer behavior. Second semester (3). Given 1953-54.

Sociology 111—The Family. The evolution and development of the family as a social group and a social institution with special emphasis upon the role of the family in modern life. The impact of social change upon family functions and family stability. Current problems of family adjustment and family disorganization. First semester (3). Miss Elliott. Given 1953-54.

Biology 111—Education Concerning Marriage. Three discussions each week. Second semester (3). Mrs. Martin.

203-204. TUTORIAL. Each semester (3).

5-6. INTRODUCTION TO HOME AND FAMILY. An introduction to the essentials of family living; family relations, budgeting, housing, house furnishing and equipment, foods, and nutrition, textiles and clothing. Each semester (3).

101-102. FAMILY LIVING SEMINAR AND PRACTICUM. Complete management of the Family Living Home for a one year period. Students will live in this home and have the responsibility of taking charge of the home in every aspect of household management. They will budget, buy for and prepare all meals for three days each week. Each semester (3).

203-204. TUTORIAL. Each semester (3).

FRENCH LANGUAGE AND LITERATURE

Assistant Professor Kern

Students majoring in French will be expected to take a minimum of thirty hours including six hours devoted to the

tutorial. It is recommended that in addition courses be taken in history and English literature and a second modern language.

1-2. THE FRENCH LANGUAGE AND LITERATURE. The aim of this course is to achieve a reading ability in French of moderate difficulty. Intensive and extensive reading of French texts dealing with the French people and their culture. Each semester (3).

102. FRENCH COMPOSITION. For students who want to master the difficulties of written French. Translation of texts from English to French. Prerequisite: French 103-104, 107-108, or 109. Second semester (3).

103-104. FRENCH CIVILIZATION. An introduction to France with emphasis on the people, their institutions and literary background. Each semester (3).

107-108. LITERATURE OF THE 17th CENTURY. The unfolding of the classical school. Corneille, Racine, Moliere, Descartes, Pascal, etc. Conducted in French. Prerequisites: French 103-104. Each semester (3).

109. LITERATURE OF THE 18th CENTURY. Development of French liberal thought. Beginning of the romantic movement. Montesquieu, Voltaire, Rousseau, etc. Conducted in French. Prerequisite: French 103-104 or 107-108. First semester (3).

111-112. LITERATURE OF THE 19th CENTURY. Literary and social aspects, poetry, drama, novel and criticism. Romanticism, Realism, and the Symbolists. Conducted in French. Prerequisite: French 107-108, 109. Each semester (3).

115-116. LITERATURE OF THE 20TH CENTURY. Emphasis on writers of the period between the two wars. Reading of the original text. Conducted in French. Prerequisite: French 107-108, 109 or 111-112. Each semester (3).

203-204. TUTORIAL. Each semester (3). French Faculty.

GERMAN LANGUAGE AND LITERATURE

Professor Davis

The main objective of German study is the acquisition of the language as a means of access to the various phases of German civilization and culture. The courses are planned and conducted with the aim of enabling the student to develop facility in reading and speaking. In all the courses there is constant emphasis upon the oral and aural approach as a necessary basis for the attainment of a fluent reading knowledge of the language.

Students majoring in German will be expected to take a minimum of thirty hours, including six hours devoted to the tutorial. Supporting courses will be selected in conference with the chairman of the department.

1-2. THE GERMAN LANGUAGE AND LITERATURE. The aim of this course is to achieve a reading ability in German of moderate difficulty. Intensive and extensive reading of German texts dealing with the German people and their culture. Each semester (3).

German 1-2 or its equivalent is prerequisite for the following courses:

6. SCIENTIFIC GERMAN. Review of grammar, stressing constructions peculiar to scientific literature; building a specialized vocabulary; intensive reading in general science, extensive reading in the student's major field. Second semester (3).

101. CONVERSATION. An advanced course for those students who wish to improve their speaking ability. Stress is placed on the practical vocabulary of every-day life. Conversation and oral reports based on reading of a German newspaper and of texts dealing with the country and its people. First semester (3).

102. COMPOSITION. An advanced course in writing German. Translation and free composition. Second semester (3).

103-104. INTRODUCTION TO MODERN GERMAN LITERATURE. Reading and interpretation of selected works representing the chief trends in German literature of the nineteenth and twentieth centuries. Each semester (3).

German 103-104 is prerequisite for the following courses:

105. THE CLASSICAL PERIOD OF GERMAN LITERATURE. An introduction to the historical and cultural background of the classical period. Reading of representative works of Lessing, Schiller and Goethe. First semester (3).

106. GOTHE'S FAUST. Intensive study of Faust I and selections from Faust II. A discussion of the Faust legend before Goethe and the treatment of the Faust theme in music and literature. Second semester (3).

119-120. INDEPENDENT READING. Individual work in various fields of German culture. Each semester (3).

203-204. TUTORIAL. Each semester (3).

GREEK LANGUAGE AND LITERATURE

1-2. ELEMENTARY GREEK. Grammar, composition, Xenophon: selections from the Anabasis or the Memorabilia. Open to all students. Each semester (3).

3-4. GREEK AND LATIN LITERATURE IN TRANSLATION. Selected works that express life and thought of times when written and that have influenced literature, philosophy, and art of later ages. Open to all students. Each semester (3).

HISTORY

Professors Andrews, Borsody, Dysart*, Associate Professor Labarthe*
and Assistant Professor Blane

Students majoring in history are required to take a minimum of four year courses in the department (including the History of Western Civilization) plus the tutorial. Those students

* on leave 1954-55

who are exempted from the History of Western Civilization as a requirement for the basic curriculum must substitute another year course to complete the major.

Study of a foreign language or languages, as well as appropriate supporting courses in political science, economics, literature and philosophy, are strongly recommended.

BI-2. HISTORY OF WESTERN CIVILIZATION. See Basic Curriculum, page 67.

101. HISTORY OF THE ANCIENT ORIENT AND THE GREEK STATES. Origins of civilization in the Ancient Orient, followed by a survey of political, economic and cultural developments among the Greeks. First semester (3). Miss Blane. Given 1953-54.

102. HISTORY OF ROME TO 476 A.D. The rise and decline of Rome as a world power, economic and social problems, and cultural developments in the Roman state. Second semester (3). Miss Blane. Given 1953-54.

111. MEDIAEVAL HISTORY. A survey of significant developments from the decline of the Roman Empire to the close of the Hundred Years' War. The course includes the transmission and assimilation of the classical heritage, the developments in and civilizing influences of the Christian Church, and the origin of modern political and economic institutions. First semester (3). Miss Blane. Given 1954-55.

112. EARLY MODERN EUROPEAN HISTORY. A survey of significant developments in Europe from the Renaissance of the fifteenth century to the Enlightenment of the eighteenth century. The course includes political, religious, economic and social as well as intellectual developments. Second semester (3). Miss Blane. Given 1954-55.

121. HISTORY OF EUROPE FROM 1815 TO 1870. The political, social and cultural history of Europe from the Congress of Vienna to 1870. First semester (3). Mr. Borsody.

122. HISTORY OF EUROPE FROM 1870 TO THE PRESENT. Political and social reform; cultural, scientific and economic movements;

the expansion of Europe; the two World Wars and events following to the present time. Second semester (3). Mr. Borsody.

131-132. HISTORY OF ENGLAND AND GREAT BRITAIN. The political, social and economic history of England from the Renaissance to the present time. Each semester (3). Mr. Borsody. Given 1953-54.

141. HISTORY OF THE FRENCH REVOLUTION. The conditions of France from the fifteenth century to 1789. The progress and results of the Revolution and its constitutional phase. First semester (3). Miss Blane.

142. HISTORY OF THE NAPOLEONIC ERA. The rise of Napoleon with the constitutional and dynamic changes and the permanent results of the period. Second semester (3).

151-152. HISTORY OF RUSSIA. Russian internal developments from the origin of the Kievan state to the present time with special emphasis upon the revolution of 1917 and the Soviet regime since that date. Each semester (3). Mr. Borsody. Given 1953-54.

161-162. HISTORY OF THE UNITED STATES. A general survey of United States history from colonial times to the present, emphasizing political and economic factors as well as the history of Pennsylvania. Each semester (3). Mr. Andrews.

163-164. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES. A study of American life during the colonial and national periods with special emphasis upon the interchanges of American and European ideas and developments in religion, science and the arts. Each semester (3). Mr. Andrews. Given 1954-55.

171-172. HISTORY OF LATIN AMERICA. The aboriginal background, the colonial origins, and the national development of the Latin American states, with emphasis upon relations with the United States. Each semester (3). Mr. Labarthe.*

203-204. TUTORIAL. Each semester (3). History Faculty.

* on leave 1954-55

LATIN LANGUAGE AND LITERATURE

For the present no courses in Latin beyond 1-2 will be offered unless a sufficient number of students desire them.

1-2. CICERO, OVID, LIVY, HORACE. Cicero: selections from the letters, *De Amicitia*, or *De Senectute*; or Ovid: *Metamorphoses*. Livy: selections from books I, XXI. Horace: *Odes* and *Eopdes*. Open to students who present three or four units of Latin. Each semester (3).

MATHEMATICS

Professor Calkins

Students majoring in mathematics will be expected to take the following courses: Mathematics 5, 6, 10, 15, 16, 107, 108, 109 and 203-204.

1. HIGHER ALGEBRA. For students who have had only one year of high school algebra. First semester (3).

5. COLLEGE ALGEBRA AND TRIGONOMETRY. A unified course in the essentials of the two subjects. Prerequisite: Mathematics 1 or one and one-half years of high school algebra. First semester (3).

6. ANALYTICAL GEOMETRY. Prerequisite: Mathematics 5. Second semester (3).

9. MATHEMATICS OF INVESTMENTS. The application of algebra to important concepts in the field of investments. Prerequisite: Mathematics 1 or one and one-half years of high school algebra. First semester (3). Given 1954-55.

10. ELEMENTARY STATISTICS. Prerequisite: Mathematics 1 or one and one-half years of high school algebra. Second semester (3).

15-16. DIFFERENTIAL AND INTEGRAL CALCULUS. Prerequisite: Mathematics 11. Each semester (3).

107. THEORY OF EQUATIONS AND DETERMINANTS. Prerequisite: Mathematics 3 and 6. First semester (3).

108. DIFFERENTIAL EQUATIONS. Prerequisite: Mathematics 102. Second semester (3).

109. FUNDAMENTAL CONCEPTS OF MATHEMATICS. Logic and its application to the fundamental concepts of algebra and geometry. First semester (3).

203-204. TUTORIAL. Each semester. (3).

MUSIC

Professors Roy Harris, Johana Harris and Wichmann, Associate Professor Welker, Mr. Stolarevsky, Mr. Karp, Mr. Taylor and Mr. Anderson

Candidates for the A.B. degree in music may major in applied music (piano, organ, voice or orchestral instruments) or in theory of music and composition. Majors in applied music will take twenty-four hours in the language of music and a minimum of sixteen hours in applied music. The minimum applied music requirements for a voice major are fourteen hours of vocal instruction, two hours in piano, and two years membership in the chorus or chapel choir. An applied music major is required to take a minimum of one hour of instruction a week.

Majors in theory of music and composition will take twenty-four hours in theoretical subjects, six hours in advanced composition and orchestration, and a minimum of eight hours in applied music.

Credit for applied music is based on an examination at the end of each semester. In order to secure two semester credits in applied music a student must take a one hour, or two half-hour lessons per week, accompanied by

a minimum of six hours practice per week. One semester hour of credit is given for a half hour lesson plus six hours practice per week. The full amount of credit is given by the instructor only when the student gives clear evidence of having practiced the prescribed number of hours.

For non-music majors a maximum of eight semester hours credit in applied music will be granted upon successful completion of the arts B1-2 and B101-102. To secure additional credit the student will be required to take music 1-2.

All music majors are urged to take the courses offered (as part of the physical education requirement) in the dance. Attendance at workshops and recitals is expected of all students in the department.

Students not wishing to enroll for a full college course may be admitted as special students. This category includes not only students of college age, but also those of the pre-college and adult age groups.

Applied Music Fees are listed on page 121.

THE LANGUAGE OF MUSIC

This four year course is planned to give students musical comprehension and enjoyment based on the hearing and discussion of the evolution of the art.

The practices and procedures of music will be heard and discussed as an emotional language of **melody, harmony, counterpoint, form** and **orchestration**, leading to the experience of hearing music in its own terms.

1-2. MATERIALS OF MUSIC I. The hearing, reading and writing of melody as it evolved from the sixth to mid-twentieth century. Melody will be considered as an emotional expression in:

1. Rhythm (reflecting rhythms of words and pantomime)
2. Pitch (denoting emotional intent)
3. Synthesis of both Pitch and Rhythm

Church, folk, dance, theatre, and concert melodies will be used. For entering freshmen. Each semester (3). Mr. Taylor.

101-102. MATERIALS OF MUSIC II. The hearing, reading and writing of harmony as it evolved from the eighth to mid-twentieth century:

1. as mass resonance.
2. as harmonic color related to mood.
3. as sequence of progression denoting form.

Prerequisite: Materials I or equivalent. Each semester (3). Mr. Taylor.

111-112. MATERIALS OF MUSIC III. The hearing, reading and writing of two or more melodies woven together resulting in harmonic color and architectural form. Thirteenth to mid-twentieth century. Emphasis on sixteenth, eighteenth, and twentieth centuries. Prerequisite: Material II or equivalent. Each semester (3). Mr. Taylor.

121-122. MATERIALS OF MUSIC IV. The hearing and discussion of musical form (ecclesiastical and secular) and orchestral treatment. A synthesis of preceeding three years, presuming enjoyment and relaxed attention in hearing melody, harmony, and counterpoint as they are combined into complete musical expression. A thorough hearing and examination of eight historically important works will be emphasized. Prerequisite: Materials III or equivalent. Each semester (3). Mr. Taylor.

131-132. ADVANCED COMPOSITION AND ORCHESTRATION. Corequisite: Music 121-122 or consent of the instructor. Each semester (3). Mr. Taylor.

MUSIC HISTORY AND LITERATURE

3-4. INTRODUCTION TO MUSIC LITERATURE. Music's place in the growth of civilization, with stress on both the appreciative and historical aspects of the art; the art of intelligent listening; the development of the chief forms and instruments of musical expres-

sion; an introduction to a substantial body of music from Bach to the present. Each semester (3). Mr. Wichmann.

103. PRE-BACH MUSIC. A critical study of the history of music up to the early eighteenth century. The part played by music in Greek culture; the music of the early Christian Church; the polyphony of the Middle Ages, culminating in the great achievements of the sixteenth century, and the development of instrumental music up to Bach. First semester (3). Mr. Taylor. Given 1953-54.

104. CONTEMPORARY MUSIC. A study of the more important recent trends, American as well as European, beginning with the late nineteenth century nationalism and the diffusion of Romanticism. Relationship with concurrent political, industrial and social movements, as well as contributions in other fields of art is stressed. Second semester (3). Mr. Wichmann. Given 1953-54.

113. CHAMBER MUSIC. A survey of the literature for small combinations of instruments; especially the String Quartet written by the major composers, past and present. First semester (3). Mr. Taylor.

114. MUSIC IN THE UNITED STATES. The development of music in the United States from colonial times to the present, showing how native contributions have been incorporated into the transplanted European culture. Second semester (3). Mr. Wichmann.

203-204. TUTORIAL. Each semester (3). Music Faculty.

APPLIED MUSIC

18-19. APPLIED MUSIC. (Individual instruction).

PIANO I, II, III, IV. Development of the musical and technical equipment adequate to the intelligent and artistic performance of representative compositions of all periods and styles. Mrs. Harris and Miss Welker.

ORGAN I, II, III, IV. Training for both professional and cultural purposes. Emphasis upon technique, registration, repertoire and the practical aspects of service playing. Mr. Wichmann.

VOICE I, II, III, IV. The technique of singing, interpretation and a knowledge of representative song literature. Mr. Anderson.

MUSICAL COACHING FOR SINGERS. Interpretation of all types of songs with special emphasis on the operatic literature. Mr. Karp.

VIOLIN I, II, III, IV. Development of a musical and technical equipment necessary to the intelligent and artistic performance of solo, orchestral and chamber music of all schools. Mr. Stolarevsky.

VIOLA I, II, III, IV. Fundamental principles of technique, style and interpretation. Mr. Stolarevsky.

ORCHESTRAL INSTRUMENTS. Arrangements can be made to study any orchestral instrument with artist teachers.

125-126. CONDUCTING. A study of the techniques of conducting with practical experiences under supervision. Each semester (1). Mr. Stolarevsky.

141-142. CHOIR DIRECTING AND SERVICE PLAYING. The essentials of conducting from the keyboard; the literature of church music; choir organization, program and service planning, and a study of all church services. Each semester (1). Mr. Wichmann.

162. OPERA WORKSHOP. Winter session (1). For description see page 96.

172. OPERA WORKSHOP. Summer session (3). For description see page 96.

ENSEMBLE

5-6. CHORUS. Studies in masterpieces of choral literature for both women's and mixed voices. Prerequisite: ability in reading music and consent of the instructor. Three rehearsals a week. Mr. Wichmann.

7-8. STRING ENSEMBLE. A study of the literature for string quartet, strings and piano, and strings and organ. Each semester (1/2). Mr. Stolarevsky.

9-10. SINFONIETTA. A study of the literature for chamber and symphony orchestra. Each semester (1/2). Mr. Stolarevsky.

OPERA WORKSHOP

The P.C.W. Opera Workshop, which began with a six weeks concentrated course in the summer of 1949, continues throughout the academic year. Another six weeks Workshop is planned for the summer of 1954.

The purpose of the Workshop is to offer talented singers a course dealing with the singing and acting techniques of the lyric theater. The Workshop is open to any man or woman who can demonstrate satisfactory vocal ability and musicianship.

Classes are given in operatic repertory, dramatics and stage techniques, foreign diction, musical ensemble, stage deportment and make-up, dancing and fencing. Also included are classes in opera conducting and coaching (for pianists), choral conducting and stage directing.

Academic credit of 3 semester hours is given for the summer program and one semester hour credit is given for each of the two 10 week winter sessions. A full time music student at P.C.W. may use as many as 12 Opera Workshop credits towards fulfilling her graduation requirements.

At least three entire operas are presented in English during the summer session along with programs of dramatized scenes from operas of the standard repertoire. The program for the winter sessions is closely correlated with

the productions given by the Pittsburgh Opera. In addition to the study of academic subjects practical experience is gained through active participation in rehearsals and performances of the Pittsburgh Opera.

On the faculty are experts in the teaching of opera from Pittsburgh and New York. For further information, write to Mr. Richard Karp, Director, for Opera Workshop brochure.

PHILOSOPHY

Associate Professor Bugbee, and Mr. Parker

Students majoring in philosophy will be expected to take philosophy 101, 102, 103, 104, B151, B152, 203, 204, and religion 109, 110.

B151-152. PHILOSOPHY OF LIFE. See Basic Curriculum, page 68.

101. HISTORY OF PHILOSOPHY. Ancient and Mediaeval. A study of philosophical thought in the western world to 1600. First semester (3). Given 1954-55.

102. HISTORY OF PHILOSOPHY. Modern. A study of philosophical thought in the western world since 1600. Second semester (3). Given 1954-55.

103. LOGIC. An introductory study of classical and modern logic with exercise in application and criticism. First semester (3). Given 1953-54.

104. ETHICS. An examination of various types of ethical theory together with discussions of characteristic modern ethical problems. Second semester (3). Given 1953-54.

203-204. TUTORIAL. Each semester (3).

PHYSICAL EDUCATION

Assistant Professor McDaniel, Miss Tanton

Each student is required to complete one semester's credit in each of the following areas by the end of her sophomore year:

Individual Sports
Team Sports
Dance
Aquatics

Classes meet two times a week. All courses have grades assigned and one credit is awarded for the successful completion of one semester's work. Those acquiring an exemption in any area must elect an alternative course in one of the other areas.

Specific course offerings for each area are as follows:

11-22. INDIVIDUAL SPORTS. Each course is of eight weeks duration and carries $\frac{1}{2}$ credit.

P.E. 11—Archery

P.E. 13—Badminton—Bowling

P.E. 16—Fencing

P.E. 18—Golf

P.E. 20—Horseback Riding

P.E. 22—Tennis

31-37. TEAM SPORTS. Each course is of eight weeks duration and carries $\frac{1}{2}$ credit.

P.E. 31—Basketball

P.E. 33—Hockey

P.E. 35—Softball

P.E. 37—Volleyball

41-49. DANCE. Each course is of one semester's duration and carries 1 credit.

P.E. 41—Folk Dance

P.E. 44—Modern Dance (Beginning)

P.E. 45—Modern Dance (Intermediate)

P.E. 46—Modern Dance (Advanced)

P.E. 47—Social Dance

P.E. 49—Tap Dance

51-55. AQUATICS. Each course is of one semester's duration and carries 1 credit.

P.E. 51—Swimming (Beginning)

P.E. 52—Swimming (Intermediate)

P.E. 53—Swimming (Advanced)

P.E. 54—Life Saving (Red Cross Senior)

P.E. 55—Water Safety (Red Cross Instructors)

61. OFFICIATING. First semester may be taken for 1 credit in place of a team sport.

71. RESTRICTED. One credit each semester. Course arranged with individual students.

The required gymnasium costume is a navy blue tunic which must be purchased at the campus bookstore. Each girl must provide herself with tennis shoes and white anklets. Regulation tank suits, provided by the college, are worn for swimming.

Facilities and equipment are provided by the college for recreational purposes in all activities taught in the curriculum except golf and horseback riding. The Athletic Association, of which every girl is automatically a member, sponsors inter-class and inter-dormitory tournaments in all sports and aquatics.

PHYSICS

Assistant Professor Ward

3-4. GENERAL PHYSICS. Principles and application of mechanics, sound, heat, electricity, magnetism and light, introduction to modern physics. Four lecture-laboratory periods per week, seven hours. Each semester (4).

POLITICAL SCIENCE

Associate Professor Liem*, Assistant Professor Keefe,
Mr. Gilpatrick and Mr. Herzberg

Students majoring in political science are expected to take a minimum of twenty-four hours in the department, including world culture and the tutorial. They will also be required to take a certain course or courses either in the department of economics or sociology.

103. INTRODUCTION TO GOVERNMENT AND POLITICS. A course designed to offer certain basic tools which will enable students to analyze and appreciate the forces and factors which operate behind the political institutions of democratic nations. First semester (3). Mr. Herzberg.

104. AMERICAN GOVERNMENT. A study of American government—national, state and local. Second semester (3). Mr. Herzberg.

111. INTERNATIONAL RELATIONS. A course attempting to trace the development and nature of international organizations through the study of the factors, such as historic, current economic, political and ideological problems, which influence the relations among nations. First semester (3). Mr. Liem. Given 1953-54.

112. UNITED STATES FOREIGN POLICY. A study of the factors influencing American foreign policies as well as a study of the technique and development of American diplomacy. Second semester (3). Mr. Liem. Given 1953-54.

113. POLITICAL THEORY. Reading and discussion of the ideas of certain masters of political thought, with special emphasis on the writings of Plato, Aristotle, St. Thomas Aquinas, Machiavelli, Locke and Marx. First semester (3).

115-116. PROCESS AND PRACTICE OF POLITICS. A study of political parties and pressure groups—their organization, functioning and impact upon public policy formation—and the legislative process. Special attention to empirical studies of political behavior. Field work in political campaigns in fall semester. Each semester (3). Mr. Keefe.

* on leave 1954-55

125-126. COMPARATIVE GOVERNMENT. A comparative analysis of the rise, organization and functions of the governments of the principal countries of the world. Not open to freshmen. Each semester (3). Mr. Gilpatrick. Given 1954-55.

203-204. TUTORIAL. Each semester (3).

PSYCHOLOGY

Professors Foltin and Vincent

Students majoring in psychology are expected to take a total of twenty-one semester hours in psychology in addition to the course in human development and behavior and the tutorial.

101. GENERAL PSYCHOLOGY. A general introduction to the scientific study and understanding of human behavior. Emphasis will be given to those topics which are not covered in the course, human development and behavior. First semester (3). Mr. Foltin.

102. EXPERIMENTAL PSYCHOLOGY. An introduction to research techniques utilized in psychology. Experiments in the various areas of general psychology will be performed by the student. May be elected only with the permission of the instructor. Second semester (3). Mr. Foltin.

103. PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE. The course deals with the various approaches to the development of the individual from childhood through adolescence. Emphasis will be placed on the techniques of adjustment at the various age levels. First semester (3). Miss Vincent. Given 1953-54.

106. APPLIED PSYCHOLOGY. A course showing the various applications of psychological knowledge to the fields of human endeavor. Second semester (3). Mr. Foltin. Given 1954-55.

111. SOCIAL PSYCHOLOGY. A study of human behavior and social environment in their mutual interdependence; a guide to better understanding of human relationships. First semester (3). Mr. Foltin. Given 1954-55.

113. METHODS OF PERSONALITY ANALYSIS. Deals with psychological tests and measurements and offers an introduction to projective techniques and the interview. Prerequisite: general psychology. May be elected only with the permission of the instructor. First semester (3). Mr. Foltin. Given 1953-54.

120. ABNORMAL PSYCHOLOGY. A study of the minor and major behavior disorders with special emphasis on the psychological aspects of functional difficulties. Restricted to juniors and seniors. Prerequisite: general psychology. May be elected only with the permission of the instructor. Second semester (3). Mr. Foltin. Given 1953-54.

151. SYSTEMS OF PSYCHOLOGY. The seminar deals with the history and contemporary theories of psychology. It includes readings in recently published papers insofar as they show current trends. Prerequisite: general psychology and experimental psychology. First semester (3). Miss Vincent. Given 1954-55.

203-204. TUTORIAL. Each semester (3). Psychology Faculty.

RELIGION

Mr. Parker

1. OLD TESTAMENT. A study of the books of the Old Testament emphasizing both literary values and the development of religious concepts. First semester (3).

2. NEW TESTAMENT. A study of the books of the New Testament with special reference to the development of Christianity in the first century. Second semester (3).

3-4. CHRISTIANITY AND WESTERN CIVILIZATION. A survey of Christian history and a consideration of the problems of religion in the modern world. Each semester (3). Given 1953-54.

5. INTRODUCTION TO BIBLICAL LITERATURE. First semester (3).

109. COMPARATIVE RELIGION. An examination of the origin, development, beliefs and practices of the world's living religions. First semester (3). Given 1954-55.

110. PHILOSOPHY OF RELIGION. An analysis of the fundamental concepts of religion and of the types of philosophies of religion. Second semester (3). Given 1954-55.

SECRETARIAL STUDIES

Miss Rasdorf

101-102. TYPEWRITING. Instruction given in the technique of operating the typewriter and in the development of speed and accuracy. Arrangement of business letters, tabulations, manuscript, office forms and mimeographing. Courses open to students desiring to prepare for secretarial work using their liberal arts training as a background and also to those desiring a working knowledge of typewriting for personal needs. Meets three times a week. No credit.

105-106. SHORTHAND. An intensive course in the mastery of the principles of Gregg shorthand. Students who register for shorthand must also register for typewriting 101-102 unless they have had this course or its equivalent. Meets three hours a week. Each semester (3).

109-110. STENOGRAPHY WORKSHOP. Meets three hours a week. No credit.

SOCIOLOGY

Professor Elliott

Students are expected to complete Modern Society before enrolling in sociology 103, if possible. In addition to Modern Society, 24 hours of sociology are required for a major including Sociology 103, 106, and 113 and the tutorial. They are also required to take Statistics (mathematics 10) preferably in their junior year in order to handle

statistical materials in their tutorial. Students who expect to go into social work should take 108 (The Urban Community), 111 (The Family), 118 (Juvenile Delinquency), and 120 (Criminology). All majors are also urged to take 130 (Advanced Social Theory).

In case students have not had three semesters of algebra, they must make up this deficiency before enrolling in mathematics 10.

Majors are also asked to take economics 103 and political science 103 (or 104), or psychology 101.

Sociology 103 is a prerequisite **for all other courses in Sociology**. Courses 103 and 106 are open to sophomores. Other courses open only to juniors and seniors except by permission.

103. ELEMENTS OF SOCIOLOGY. Social origins and development; basic characteristics of group life and social organization including the concept of social structure; class, caste, race; community ecological aspects and institutions. Either semester (3).

106. SOCIAL DISORGANIZATION. An application of sociological principles to the problems of personal, family, community and international disorganization. An analysis of the social processes underlying personal conflicts and personal disorganization, divorce, desertion, community conflicts, political corruption, revolution, fascism and war. Field trips and special seminars in social problems selected for study. Second semester (3).

108. THE URBAN COMMUNITY. The characteristic patterning of the contemporary urban community through the world and especially in the U. S. An attempt to understand its present status and problems will be made through an analysis of causative factors of an ecological, cultural, economic, and political nature. An analysis of the units of community organization. First hand experience with aspects of urban society will be gained through field trips and through field research. Contributions derived from field research will be accepted in lieu of a term paper. Second semester (3). Given 1954-55. Given 1954-55.

111. THE FAMILY. The evolution and development of the family as a social group and a social institution with special emphasis upon the role of the family in modern life. The impact of social change upon family functions and family stability. Current problems of family adjustment and family disorganization. First semester (3). Given 1953-54.

113. CULTURAL ANTHROPOLOGY. A study of non-literate societies and cultures. The concept of culture, biological and geographical factors, and its evolution. Factors in culture change. Units in social organizations, e.g., status and role, the family, clan, local group and state. Case analysis of specific cultures. First semester (3). Given 1953-54.

115. COLLECTIVE BEHAVIOR. The study of group phenomena as evidenced in formal and non-formal groups. Processes underlying mass behavior in fads, fashions, crowds, mobs, religious revival, political movements, revolutions. First semester (3). Given 1954-55.

116. INDUSTRIAL SOCIOLOGY. A sociological analysis of historical and contemporary aspects of industrial institutions. Informal and formal organization of labor and management personnel. Work incentives. Reactions to technological innovations. Unemployment in relation to industry. The integration of industrial with other institutions. Second semester (3). Given 1953-54.

118. JUVENILE DELINQUENCY. The nature and extent of juvenile delinquency. Changing legal definitions and modifications in social treatment. An examination of the large body of research data as to the background of delinquents and their subsequent adjustment. Clinical and institutional treatment, and probation work. Preventive projects in delinquency. Field trips. Second semester (3). Given 1954-55.

119. RACIAL AND ETHNIC GROUPS. An analysis of the major problems connected with racial and ethnic groups with emphasis on the United States. This course will examine the cultural characteristics of these groups, their origin and their assimilation, the dynamics of their relations with other groups and their cultural impact on our national life. First semester (3). Given 1953-54.

120. CRIMINOLOGY. The evolution of social and legal definitions of crime. Criminal statistics. Multiple factors in criminal conduct. Case studies of offenders. Differential aspects of the crime rate. Evolution of penal methods: arrest, trial, conviction and treatment of offenders. Cultural lag in penal treatment. Field trips to nearby institutions. Second semester (3). Given 1953-54.

130. ADVANCED SOCIAL THEORY. An historical survey of important contributions to social theory with special emphasis upon the relation of modern social research to present day sociological theory. Students will be given opportunity for independent study under faculty supervision and familiarity with source materials will be emphasized. Open to juniors and seniors, but ordinarily this course should be taken in the senior year. Second semester (3).

131-132. SOCIOLOGY SEMINAR. Either semester. Credit to be arranged.

203-204. TUTORIAL. Each semester (3). Sociology faculty.

SPANISH LANGUAGE AND LITERATURE

Associate Professor Labarthe*
and Mrs. Redick

Students majoring in Spanish will be expected to take a minimum of twenty-four hours in the department, of which twelve hours shall be the courses numbered above 100. It is recommended that in addition courses be taken in Latin American history, English literature, psychology, philosophy, music or art. A second language is strongly recommended.

1-2. THE SPANISH LANGUAGE AND LITERATURE. The aim of this course is to achieve a reading ability in Spanish of moderate difficulty. Intensive and extensive reading of Spanish texts dealing with the Spanish people and their culture. Each semester (3).

101. SPANISH COMPOSITION. For students who want to master the difficulties of written Spanish. Translation of texts from English into Spanish. First semester (3).

* on leave 1954-55

102. SPANISH CONVERSATION. Reading from Spanish newspapers, and magazines; comments on these readings; conversation on trips, shopping and daily doings to help the students ease the flow of Spanish. No English will be allowed in the classes. Second semester (3).

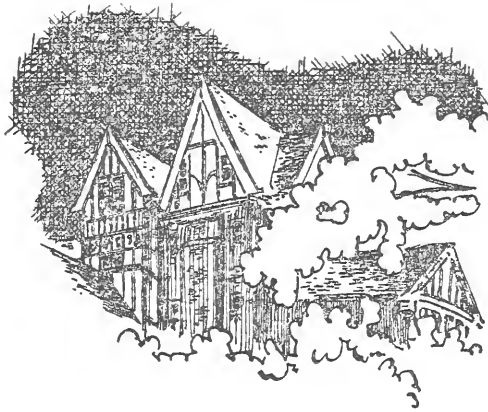
103-104. INTRODUCTION TO SPANISH LITERATURE. An introduction to Spanish literature from "El Cid" to the Golden Age not including the theater. Readings from works of representative authors of this epoch. Each semester (3).

109-110. THE LATIN AMERICAN NOVEL. The study of the evolution of this type of literature from the beginning of the 17th century down to Romulo Gallegos and Alba Sandoiz. Each semester (3).

115-116. 19th AND 20th CENTURY SPANISH LITERATURE. Readings in contemporary and modern Spanish literature, stressing the modernist movement with Marti, Ruben Dario, Neruda, Mistral. Each semester (3).

203-204. TUTORIAL. Each semester (3).





COLLEGE PROCEDURES



Admission Procedures

APPLICATION FOR ADMISSION

An applicant for admission to the freshman class should observe the following procedure:

1. Write to the Director of Admissions, Pennsylvania College for Women, Pittsburgh 32, Pa. for an application blank.
2. Complete and return this application blank to the Admissions Office with a ten-dollar application fee and a photograph. This fee is necessary to cover expenses for the processing of the application blank.
3. A personal interview with all applicants is desired at the college whenever possible. If a student cannot come to the college, an interview may be arranged with the Director or with one of the Assistant Directors of Admissions.

The college will send for the secondary school record, the recommendations of the principal and of faculty members best qualified to judge the applicant's ability. The applicant's credentials will be presented to the Admissions Committee for their decision.

Early application is advisable in order to ensure the prompt completion of all preliminary arrangements. Rooms are assigned according to the date on which the applications are received.

The office of the Director of Admissions is open from nine a.m. to five p.m. Monday through Friday; on Saturday from nine a.m. until noon.

Visitors to the campus are urged to make an **appointment in advance** with the Director of Admissions. This is especially necessary if arriving on weekends as the schedule is particularly heavy at that time.

REQUIREMENTS FOR ADMISSION AS A FRESHMAN

Pennsylvania College for Women desires to select, from among the candidates for admission, those who can successfully carry college work and who are particularly fitted for the P.C.W. program of learning. The college wants students geographically well distributed, representing a cross-section of individuals of quite different talents—literary, philosophical, musical, scientific and artistic.

The factors to be taken into consideration in the admission of students are: quality of preparation, amount of preparation, endorsement of the secondary school principal, a well defined purpose, enthusiasm for learning and capacity for further development.

Ultimately the total fitness of the student for college work will determine the college selection. In order to help establish this fitness, applicants are strongly urged to take the Scholastic Aptitude Test of the College Entrance Examination Board. Students whose previous academic performance has been superior may be admitted on the basis of the secondary school record. Candidates whose academic performance is considered by the college to be in any sense questionable will be required to take the Scholastic Aptitude Test, in some cases supplemented by one or more of the College Board Achievement Tests, or to take other tests prescribed by the college. Candidates who may have taken College Board examinations in connection with appli-

cations to other institutions are expected to have their scores transmitted to Pennsylvania College for Women to form a part of their application record.

Students who wish to enter college should in general take the college preparatory course in secondary school. Emphasis should be placed upon English, history, science, mathematics and foreign languages.

Adequate preparation for college work does not necessarily mean uniformity, either in subjects studied or in the amount of preparation in each subject. A student's special interest should govern to a certain extent the subjects she will take in secondary school: if she is interested in science, she should take more than one unit of science in high school and two or more years of mathematics; if she is interested in the study of language, she should take Latin as well as a modern language.

ADMISSION TO ADVANCED STANDING

Students who present credits from other accredited colleges whose courses of study are equivalent to those of Pennsylvania College for Women may be admitted to advanced standing without examination.

Candidates for admission to advanced standing will be given tentative standing which will be made permanent after the satisfactory completion of one year's work at Pennsylvania College for Women.

An applicant for admission to advanced standing should observe the following procedure:

1. File an application on a form to be secured from Pennsylvania College for Women.

2. Send a statement giving the reason for leaving the present college, the reason for choosing Pennsylvania College for Women, and indicating the major subject.
3. Have the college last attended send an official transcript of the work taken there up to the time of making application.
4. Send a marked copy of the catalogue of the college attended, indicating the courses for which credit is desired.
5. At the close of the semester when entrance is desired, have the college from which the student is transferring send:
 - (a) A final transcript of record.
 - (b) A statement of honorable dismissal.

Transfer students who are candidates for a degree must spend at least the senior year at Pennsylvania College for Women.

ADMISSION OF SPECIAL STUDENTS

Mature students who are not candidates for degrees may be admitted to classes for which their training and experience have qualified them. Such students may make arrangements for entrance by personal interview with the Registrar. They are subject to the same requirements governing courses as other students if they desire credit for the course taken. For special students in music see page 96.

Academic Procedures

GRADES

The letters A,B,C,D,F and E and I are used to designate academic standing. These grades have the following significance: A, distinguished performance; B, superior; C, generally satisfactory; D, satisfying course requirements and standards at a minimum level; F, performance too unsatisfactory to fulfill minimum requirements of the course.

The grade of E indicates that a re-examination is to be permitted because the accuracy of the first result is in question due to extenuating circumstances.

The grade of I is given when circumstances have prevented the student's completing all the work of the course. As in the case of the grade of E, the circumstances must be extenuating.

Neither the grade of E nor I may be allowed without the approval of the Registrar in consultation with the Dean.

The Registrar makes a report of grades to every student at the close of each semester. Duplicates of these reports are sent to the parents or guardians of freshmen and sophomores.

ATTENDANCE AT CLASSES

Every student is expected to attend all scheduled meetings of her classes unless prevented from doing so by illness or other equally good reason. The faculty places upon the students the responsibility for making up work missed through absence.

The Registrar's office sends the faculty notices of student excuses in following cases:

1. Those who officially represent the college
2. Those who have a death in the immediate family
3. Those who have an illness that is recorded by the nurse or the physician.

The faculty will place responsibility on students for all other absences.

No absences on the day immediately preceding or immediately following the Thanksgiving, Christmas, Mid-year, and Spring holidays will be permitted.

EXAMINATIONS

Course examinations are given at the end of each semester. In case of absence from a regular examination, unless the reason is illness, a student may not take the examination until the time set for special examinations in the spring or in the fall. She will then be charged a fee of five dollars.

REGISTRATION FOR CLASSES

Election of courses for the following year is made in the first week of May. Changes may be made during the first two weeks of each semester, on recommendation of the faculty adviser in consultation with the Dean. Changes made at any other time necessitate a special petition to the same authorities and the payment of a fee of one dollar.

SUMMER COURSES

Students wishing to receive college credit for summer courses must have **in advance** the approval of the Dean and the department concerned both for the courses to be

taken and for the college where such courses are to be taken. No credit will be given for summer courses carrying a grade of D.

TRANSCRIPTS

Graduates and students in good standing withdrawing before graduation are entitled to one complete statement of their college record without charge. A charge of one dollar will be made for every additional transcript.

DISMISSALS

The college reserves the right to exclude at any time a student who does not maintain the required standard of scholarship, or whose continuance in college would be detrimental to her health or to the health of others, or whose conduct is not satisfactory. Students of the latter group may be asked to withdraw even though no specific charge be made against them.

CONDITIONS AND FAILURES

See the sections, Grades, Dismissals, and Probation.

A student who is deficient in more than six hours of the required number of hours loses class standing at the end of the year and becomes unclassified until the deficiency has been removed. This ruling applies also to deficiencies caused by illness or transfer.

Credit for one semester of a year course will not be given except on recommendation of the instructor to the Dean.

PROBATION

A student who is conditioned in two courses at the end of a semester will be placed on probation. At the end of seven weeks her case will be reviewed and if she has shown marked improvement during that period, the probation will be removed. Otherwise, it may be continued through the semester. At the end of the semester the Committee on Academic Standing will then consider the advisability of the student's remaining in college. A student who is placed on probation may not take part in major extra-curricular activities. Other students may be placed on probation at any time if in the eyes of the Committee on Academic Standing their deficiency warrants it.

Financial Procedures

CHARGES AND EXPENSES

Since college catalogues are prepared a year in advance, it is impossible to foresee all the economic changes which may occur during that period. The college, therefore, reserves the right to alter charges and expenses. The following charges and expenses are for the academic year 1953-54.

FEES

APPLICATION FOR ADMISSION\$10.00

In cases in which a student is carrying six hours or less, the application fee is \$5. The application fee is not returnable and is not credited on any college bill.

Non-Resident Students

CHARGES FOR NON-RESIDENT STUDENTS FOR THE YEAR:

*Comprehensive Tuition\$700.00

Student Activities Fee, including tax 30.00

\$730.00

PAYABLE:

Upon acceptance\$100.00

On or before opening of College in September 350.00

On or before January 15 280.00

\$730.00

Students carrying nine hours or less will be charged at the rate of \$25.00 for each semester hour scheduled.

*The comprehensive tuition fee includes all the various charges for courses in laboratory sciences, physical education, practice teaching, applied art, stenography, typing, health fees, library fees, use of radio and practice rooms, graduation fees, etc. No additional fees will be charged except for private lessons in music, and such penalty charges as the \$5 late registration fee, special examination fees, and excess breakage in laboratory courses.

Resident Students

CHARGES FOR RESIDENT STUDENTS FOR THE YEAR:

*Comprehensive Tuition	\$ 700.00
Board and Room	850.00
Student Activities Fee, including tax	30.00
	<hr/>
	\$1580.00

PAYABLE:

Upon acceptance	\$ 100.00
On or before opening of College in September	800.00
On or before January 15	680.00
	<hr/>
	\$1580.00

The advance payment of \$100 for returning non-resident students must be paid by returning students by July 1. An advance payment of \$25.00 for returning resident students must be paid by April 15, and an additional \$75.00 by July 1. These advance payments ordinarily are not refundable.

The Student Activities Fee has been established by the Student Government Association and entitles each student to a copy of the annual yearbook, the issues of the student paper, as well as membership in the Student Government Association and Athletic Association, and admission to the college plays and Glee Club concerts.

Damage to college property will be charged to the student responsible.

*The comprehensive tuition fee includes all the various charges for courses in laboratory sciences, physical education, practice teaching, applied art, stenography, typing, health fees, library fees, use of radio and practice rooms, graduation fees, etc. No additional fees will be charged except for private lessons in music, and such penalty charges as the \$5 late registration fee, special examination fees, and excess breakage in laboratory courses.

MUSIC DEPARTMENT FEES

PRIVATE INSTRUCTION IN PIANO, ORGAN, VOICE,
VIOLIN, PER SEMESTER:

One hour lesson per week	\$90.00
One half-hour lesson per week	45.00
Class instruction in applied music	18.00
Teacher training in piano	18.00

For lessons in other instruments not specified, arrangements may be made with the chairman of the music department.

PAYMENT OF EXPENSES

Statements of accounts are mailed to the parent or guardian of the student one month before the beginning of each semester. Checks should be made payable to Pennsylvania College for Women and addressed to the Bursar.

Payments must be made on or before registration day. In no case may a student be admitted to final examinations until all obligations pertaining to that semester have been met in full. No exception will be made without written permission from the President of the College.

A student may be graduated, receive honorable dismissal, or receive a transcript of her college work only after all accounts with the college have been settled.

P.C.W. BUDGET PLAN

Since some parents prefer to pay tuition and other college fees in equal monthly installments during the year, P.C.W. is glad to offer this convenience through the Treasurer of the College. This arrangement may be used to take care of the expenses of either or both semesters and includes a charge of $3\frac{1}{2}\%$. If the plan of equal monthly installments is preferred, the necessary forms will be sent upon receipt by the college of such notification, which must be made by September 10, 1954.

Charges for students entering college the second semester will be one-half the stated rates for the college year.

Textbook and students' supplies may be purchased for cash in the book store.

In cases in which a scholarship has been awarded, one-half the scholarship will be applied each semester.

REFUNDS

Provisions by the college for its maintenance are made on a yearly basis; likewise, all college charges are for the full year. No reduction or refund of tuition will be made on account of absence, withdrawal, illness, suspension, dismissal or for any other reason. Tuition for private lessons in music is not subject to return or reduction.

If a student vacates her room in the dormitory before the end of the semester, no refund will be made until the vacancy has been filled by an incoming student. The date of withdrawal is the date on which the Dean is informed in writing of the fact by the parent or guardian.

SCHOLARSHIPS

A limited number of scholarships are available to freshmen and upper classmen who have maintained a high academic standing and who can show evidence that financial aid is necessary. The College administration realizes that scholarships are an honor to the student who receives them, but since only a limited number are available they cannot be given to those whose parents are able to finance their college course.

Students must reapply each year for scholarships. Applications are obtainable from the Registrar at an early date in the second semester.

COMPETITIVE SCHOLARSHIPS FOR FRESHMAN

A limited number of scholarships are available for entering freshman. These scholarships are awarded on the basis of examination, the school record and the personal qualifications of the candidate. The scholarships range in value from \$125 to \$750 per year depending on financial need and academic standing.

A personal interview is necessary in all cases before the scholarship is finally assigned. This interview should take place at the college whenever possible.

Applications for taking the competitive examination are to be filed in the office of the Director of Admissions.

SCHOLARSHIPS FOR UPPER CLASSMEN

A number of endowed scholarships and scholarships contributed by individuals and groups are open to outstanding students of the three upper classes. A considerable number of such scholarships are given also from current income. These scholarships are awarded on the basis of academic standing, character and financial need.

A few competitive scholarships are available in applied music. Examinations for these will be given in the spring or early in the first semester. Under this plan, scholarships are available for both class lessons and private lessons in applied music.

STUDENT WORK SCHOLARSHIPS

A limited amount of money is available for work scholarships to qualified students from any of the four classes in the college.

Students are given an opportunity to assist in the library, laboratories, dormitories, dining hall, and with clerical work. These scholarships are ordinarily renewed if the student maintains good academic grades, and is recommended by her supervisor.

SPECIAL SCHOLARSHIPS

THE STUDENT GOVERNMENT ASSOCIATION offers two scholarships of \$150 each as a memorial to the late Cora Helen Coolidge, for many years president of the college.

THE HELEN E. PELLETREAU SCHOLARSHIP FUND is a fund which has been raised by the Alumnae to establish a scholarship in honor of Miss Helen E. Pelletreau, for many years president of the college. At the present time four or five students each year receive scholarships from this fund. The fund has not yet been made up to the full amount necessary and contributions to it are earnestly solicited. They should be sent to Mrs. Silas A. Braley, Jr.; 347 Fairmont Ave., Pittsburgh 6. The scholarships are awarded for one year by the Scholarship Committee of the Alumnae Association.

THE MARY HAWES NEVIN SCHOLARSHIP fulfills a wish expressed by the late Mary Hawes Nevin, an alumna of the class of 1896. In 1900 her family gave a sum of \$6,000 to establish a scholarship to bear her name.

THE COLLOQUIUM CLUB SCHOLARSHIPS were established in 1919 by the Colloquium Club of Pittsburgh to promote and maintain the interest of the club in the growth of the college. The scholarships are awarded on recommendation of the Scholarship Committee of the club. Four scholarships of \$100 each are given every year.

THE JANE B. CLARK MEMORIAL SCHOLARSHIP: A scholarship fund was established in 1924 by a group of alumnae in the name of Jane B. Clark, a teacher for many years at Pennsylvania College for Women. The income from this fund is awarded annually to deserving students.

THE PITTSBURGH FEMALE COLLEGE ASSOCIATION MEMORIAL SCHOLARSHIP was established in 1927 as a perpetual memorial to the Pittsburgh Female College Association, and is to be given each year to a member of the junior class of outstanding rank who has also made a real contribution to the college life. This scholarship is awarded without regard for the financial need of the student.

THE CORA HELEN COOLIDGE MEMORIAL SCHOLARSHIP, given by the Pittsburgh Colony of New England Women, is awarded each year to a member of the freshman class. This scholarship is for \$250 and is given to a student for one year only.

THE MARY ROBBINS MILLER SCHOLARSHIP FUND was given by alumnae and friends of Mrs. Miller, a former Alumna trustee of the college. It provides an annual income which is available for students in any class.

THE JANET L. BROWNLEE SCHOLARSHIP: The alumnae of Dilworth Hall have established this scholarship in honor of Miss Janet L. Brownlee, the former principal of Dilworth Hall.

AMERICAN CHEMICAL SOCIETY, P.C.W. AFFILIATE CHAPTER offers a small scholarship each year to a student majoring in the field of chemistry.

THE FLORENCE KINGSBACHER FRANK SCHOLARSHIP: A scholarship was provided in 1940 in memory of Florence Kingsbacher Frank, a graduate of Pennsylvania College for Women in the class of 1913, by her family.

THE SOCIETY OF PENNSYLVANIA WOMEN IN NEW YORK at one time gave a complete scholarship each year. This had to be discontinued during the war. At present they are making a \$150 contribution to the scholarship fund.

THE PITTSBURGH CHAPTER, UNITED DAUGHTERS OF THE CONFEDERACY established in 1947 a \$100.00 Scholarship to be awarded a sophomore in the field of Kindergarten Training. The Scholarship will be continued through the junior and senior years if the student's academic standing is satisfactory.

THE PRESSER FOUNDATION SCHOLARSHIP is awarded by the Foundation annually to the college for a student of good character and satisfactory standing who needs financial help. At least one-third of her course work must be in music.

THE HARDY FUND was established in 1948, the income of which shall be used to assist deserving students in obtaining or completing their education.

THE MARY ACHESON SPENCER FUND, established in 1950 by numerous funds in honor of Mary Acheson Spencer, Class of 1883. The income is used for scholarship aid.

All of these scholarships are awarded subject to the approval of the Dean of the College, and the recipients must meet the college scholarship requirements.

SPECIAL FUNDS AND AWARDS

THE FLORENCE HOLMES DAVIS FUND was established in 1924 by the Alumnae as a memorial to Florence Holmes Davis of the Class of 1875. The income from this fund is used for the purchase of books for the Library.

THE ANNA RANDOLPH DARLINGTON GILLESPIE AWARD: A sum of money for this award was given in 1925. The award is to be given each year to a student who has been outstanding in her contribution and unselfish devotion to the college and to college activities.

THE CORA HELEN COOLIDGE FUND was left to the College in 1932 through the will of the late Cora Helen Coolidge, former President of the College. The income from this fund is to supply books for the Library.

THE HELEN IRWIN MacCLOSKEY FUND was established in 1933 in memory of Helen Irwin MacCloskey of the Class of 1898. The income from this fund is to supply books for the browsing room in the Library.

THE ANNA DRAVO PARKIN MEMORIAL HISTORY PRIZE was given in memory of Anna Dravo Parkin, a member of the class of 1936, by her grandmother, Mrs. Anna Dravo Parkin in 1935. This prize is awarded at Commencement time to a history major in the senior class.

THE PITTSBURGH DRAMA LEAGUE established in 1947 an award to be given each year in honor of Vanda E. Kerst to a student who has done outstanding work in Speech and Drama. The prize is \$25.00 and is to be awarded annually.

THE JOHN HANSON MEMORIAL ATHLETIC FUND: This fund was established in 1947. It provides for two awards of \$50.00 each to students who have proved by their all-around sportsmanship and satisfactory academic standing that they are entitled to recognition.

THE MARY ACHESON SPENCER LIBRARY FUND was established in 1947 in honor of the late Mary Acheson Spencer, an Alumna of the Class of 1883 and a member of the Board of Trustees. The income on \$5,000 is used for the purchase of books in the Library.

THE ANNA RANDOLPH DARLINGTON GILLESPIE ENDOWMENT FUND, established in 1948 by Miss Mabel Lindsay Gillespie in memory of her Mother. The income from this fund shall be used for any worthy project planned to enrich the academic program of the college.

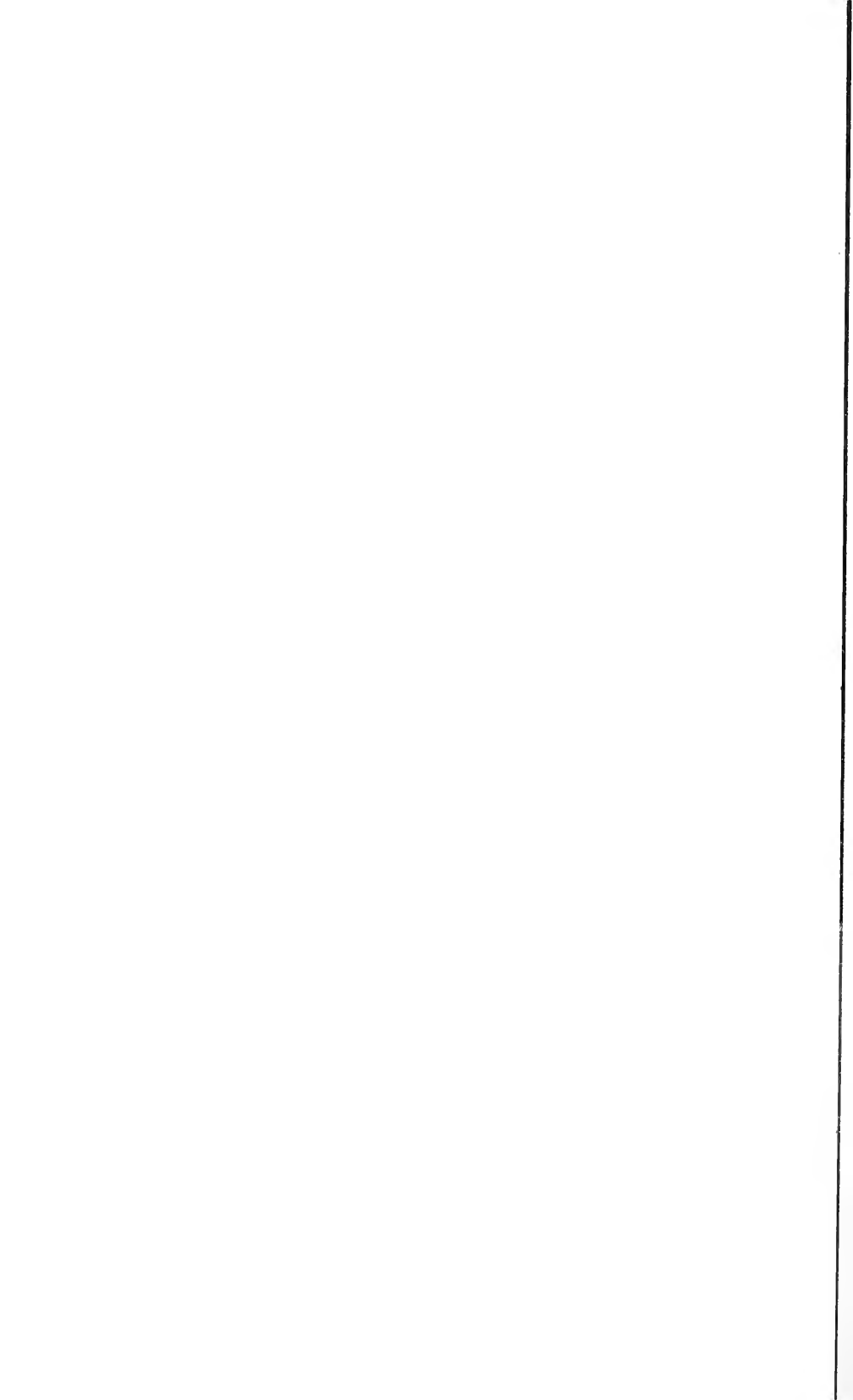
THE MILHOLLAND BIBLE PRIZE established in 1948 in the memory of Sara Agnes Milholland, provides for \$30.00 each year to the student with the highest record of marks for Bible study.

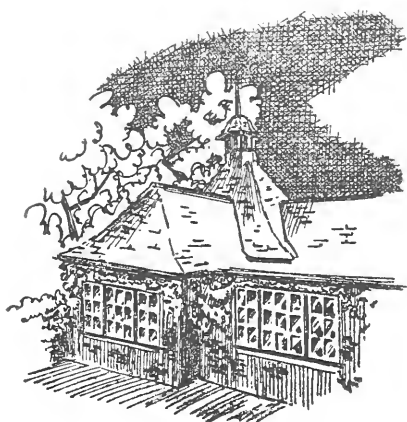
LOANS

The college maintains loan funds which have been established by the Alumnae Associations and by Lambda Pi Mu, the Social Service Club of the College. In addition class

groups and regional groups of alumnae have raised loan funds for students.

The alumnae of the H. C. Frick Training School for Teachers provide loans for college seniors through the Herbert Burnham Davis Memorial Loan Fund which they maintain. These loans bear no interest until one year after the graduation of the class to which the student belongs and are payable at any time after the graduation of the student. If the loan has not been returned at the end of the first year after graduation, interest at the rate of five percent is charged.





APPENDIX

Honors and Prizes

Honors announced at Honors Convocation, November 10, 1953, for those students having a cumulative average of 3.40 or above.

SENIOR HONORS

GINTERT, DELORES

SENIOR, BARBARA

McCOMBS, RAMONA

TINNEMEYER, JOYCE

POTTS, LOIS

YOUNT, PATRICIA

ZIONTS, ANN

JUNIOR HONORS

BAILEY, MARY

GRAHAM, NANCY

BRAUN, BARBARA

SCHNEIDER, ROSEMARIE

FRESHMAN HONORS

EVANS, BARBARA

GEYER, UTE

GEISLER, PATRICIA

McKEE, MARY JO

OWENS, JOELLA

HONORS AND PRIZES ANNOUNCED ON**MOVING-UP DAY, MAY 26, 1953**

Anna Dravo Parkin Memorial History Prize...ALICE JEAN BERRY

Pennsylvania College for Women American Chemical Society,
Affiliate Chapter AwardNAN NORRIS

Short Story Contest AwardMARGARET HARIG
Honorable MentionCARYL ANNE HARRIS

Pittsburgh Drama League AwardNANCY McGHEE

Pittsburgh Female College Association Memorial Scholarship..
..... JOANNE BRIDGES

The Anna Randolph Darlington Gillespie Award
..... BARBARA SENIOR

The John Hanson Memorial Athletic Fund Awards
..... AUDREY SHANABERGER
NANCY MILLER

Awards by "Minor Bird," through popular vote for outstanding
stories CORDELIA SOLES
MARY IRENE MOFFITT

Religion Department AwardBARBARA STOKES

Art Department AwardANN HUTCHINSON

College AwardNANCY ANN HEGAN

Music Department AwardJEANNINE ENGLISH ABEL

Student Government Association Scholarship.....
..... JOYCE TINNEMEYER

The Pittsburgh Kindergarten Teachers Association Award
..... MARION SWEENEY

Foreign Student Award from Campus Chest...CHUNG WHA LEE

American Association of University Women Membership Award
..... JOANNE BRIDGES

Pittsburgh Female College Association Award to highest ranking Junior DOLORES GINTERT

The Pennsylvania College for Women Alumnae Association Award AMY BOTSARIS

Medal given by the American Association of Teachers of Spanish for Scholarship in Spanish Studies... LOIS EHRHARD

Names in "Who's Who Among Students," 1952-53 Edition
..... ALICE JEAN BERRY
AMY BOTSARIS
JOANNE BRIDGES
JOAN FISCHER
LOIS GLAZER
MARCIA McDOWELL
ALICE SEDINGER



Degrees Conferred in June 1953

BACHELOR OF ARTS

Jeannine English Abel
Gretchen Ann Albright
Eleanor Jane Bailey
Diane Patricia Barratt
Marjorie Mary Beard
Alice Jeane Berry
Catherine Heinsbach Blasing
Amelia J. Botsaris
Betty Lau Colborn
Marie Theresa Damiano
Ann Orner Davidson
Eleanor Dolores Davis
Gretchen Greer Donaldson
Gwenllyan Joan Eynon
Joan Fischer
Cynthia Ann Spicer Fortanier
Marion E. Gallup
Janet Brunner Geiersbach
Lois Glazer
Mary Jean Hague
Helen Paders Halpern
Margaret Ann Harbison
Christine Hartman
Sally Ann Hoffman
Nancy Kallgren Hofsoos
Sherrill L. Joyce
Alice Snook Kalla
Betty Jane King
Sarah Elizabeth Lee
Donna Bobette Lester
Joanne Lindenfelser

Kathryn M. Litzenberger
Barbara Jean Logan
Kay Coats Lynch
Barbara Ann McDonald
Janet E. Marshall
Jean Elaine Marzullo
Marcia Ann McDowell
Nancy Ruth McGhee
Claire E. McGrael
Helen Ann Means
Madeline B. Miles
Mary Irene Moffitt
Catherine Cornish Montgomery
Jane Montgomery
Nancy Ann Moore
Shirley Ann Myers
Nancy Patterson
Sheila Faye Pearlman
Margaret Calverley Rodgers
Roberta Roscoe
Priscilla Jean Sanford
Alice Mary Sedinger
Susan C. Smith
Cordelia June Soles
Barbara Dell Stokes
Jean M. Sweitzer
Marie Blanche Timothy
Elaine M. Vincic
Marjorie W. Whitfield
Mary Carroll Williams
Joanne Kimmins Winslow

BACHELOR OF SCIENCE

Mana Eleanor Balter
Joanne Bridges
Jean Elizabeth Dering
Jane Mary Dumot
Nancy Fay Easley
Thelma Mattia Fiori
Elizabeth Mae Frantz

Frances Anne Griffith
Nancy Ann Hegan
Janet Elizabeth McKain
Gloria Dorothy Palmer
Jean Louise Ritchie
Virginia Smalley Sweet

BACHELOR OF SCIENCE IN EDUCATION

Sheila Clark Burke
Sara Jane Crum
Jean Rosemary Donaghue
Dorothy Laura Fraser
Diane Virginia Gray
Estheretta Marcus Kress
Nancy Joan Lutz

Frances Rebecca Rohrich
Esther Jean Schofield
Mary Milholland Sherrard
A. Jane Smith
Phyllis Hersh Spitz
Marilyn Janet VanderMay

BACHELOR OF SCIENCE IN NURSING EDUCATION

Nancy Jane Baker
Joan Esther Cole
Betty Jeanne Cornell

Katherine Jane Oellig
Sarah Jane Smyser
Ruth A. Washburn

BACHELOR OF MUSIC

Ann Orner Davidson
Mary Jean Hague

Joanne Kimmins Winslow

HIGH HONORS

Joanne Bridges

Barbara Jean Logan

HONORS

Jeannine English Abel
Alice Jean Berry
Jane Mary Dumot
Nancy Fay Easley

Joan Fischer
Alice Snook Kalla
Catherine Cornish Montgomery

STUDENT NURSES NOT IN RESIDENCE

Mary Bailey

Gretchen Elchlepp

Yvonne Brooks

Janet Schmults

Jill Burnham

Sonya Klein

Ardeth Criss

Pat Miles

Suzanne Klopp

ENROLLMENT SUMMARY

Seniors	82
Juniors	74
Sophomores	103
Freshman	144
Special Students	15
Student Nurses not in residence	9
Total number of students	427

Alumnae

The Alumnae Association of Pennsylvania College for Women was organized in 1876. In January, 1926, an office was established at the college and a part-time secretary employed. In 1946 the position of Alumnae Secretary became full-time. The Executive Board of the association meets monthly and there are two regular meetings of the association every year in October or November and the Saturday preceding Commencement.

Each year the association gives several scholarships to the college and maintains a small loan fund to assist worthy students. In 1935 the association adopted the Alumnae Fund system in place of the older method of collecting fixed dues. As a result of this plan, the Alumnae have been able to make a substantial gift to the college each year.

"The Alumnae Recorded," containing news of the college and its graduates and "The Alumnae Register" are issued by the association at appointed intervals.

OFFICERS

ANNE McCULLOUGH FREY	President
CORA MAY INGHAM BALDWIN	First Vice President
JANET MURRAY NEWTON	Second Vice President
ELLEN CONNOR KILGORE	Treasurer
BETTY FORNEY BENNER	Recording Secretary
VIOLA SMITH	Corresponding Secretary
CATHERINE SAYERS	Alumnae Trustee

ALUMNAE CLUBS

CHICAGO—Mrs. Robert W. Harris (Barbara Whiteside, '50), 536 West Maples, Hinsdale, Ill.

CLEVELAND—Mrs. Kenneth Horsburgh (Ruth Jenkins, '45), 1445 Blackmore Rd., Cleveland 18, Ohio

BOSTON—Mrs. D. J. Bailey (Margaret L. Matheny, '42), 175 Islington Rd., Auburndale 66, Mass.

DETROIT—Miss Imogene Armstrong, '20, 2933 W. Chicago Blvd., Detroit, Mich.

GREENSBURG—Miss Margaret Anderson, '42, 600 Mace St., Greensburg, Pa.

McKEESPORT—Mrs. Frank A. Leonardo (Marie Perrone, '32), 803 Lincoln Highway, East McKeesport, Pa.

NEW YORK—Long Island—Alice Kells, '47, 3901 Douglaston Parkway, Douglaston, L. I., N. Y.; Mrs. Thomas J. Patterson (Nancy Wilson, '40), 50 Crescent Ave., Roslyn Heights, L.I., N. Y.
Westchester—Mrs. Cameron Brown (Katrina Utne, '36), Spring Valley Rd., R. D. #1, Ossining, N. Y.

PHILADELPHIA—Mrs. John E. Yingling (Margaret Suppes, '43), 613 Academy Rd., Swarthmore, Pa.

SOUTHERN CALIFORNIA—Mrs. Wallace H. Little (Julia Kadlecik, '26), 1852 E. Duarte Rd., San Gabriel, Calif.

WASHINGTON, D. C.—Mrs. Harry W. Rankin (Joan C. Myers, '42), 4347 Fessenden St. N. W., Washington, D. C.

PITTSBURGH REGIONAL GROUPS

MT. LEBANON-DORMONT—Mrs. Allan B. Schall (Martha McFall, '45), 121 Mt. Lebanon Blvd., Pittsburgh 28, Pa.

NORTH DISTRICT—Mrs. David H. Boyd (Lois Kramer, '38), 9 Penhurst Road, Ben Avon Heights, Pittsburgh 2, Pa. Mrs. David E. Benner (Ruth Demmler, '42), 21 Courtney St., Pittsburgh 8, Pa.

NORTH SUBURBAN—Mrs. Harry G. Stoebener (Wilma Moore, '48), Middle Rd., R. D. #2, Allison Park, Pa.

POINT BREEZE-HOMEWOOD—Mrs. William Guy (Mary Jane McCutcheon, '38), 418 Bucknell St., Pittsburgh 8, Pa.

SHADYSIDE—Miss Martha Kroenert, x'14, 14 Bouquet St., Pittsburgh 13, Pa.

SOUTH HILLS—Miss Jane Viehman, '40, 2947 Brevard Ave., Pittsburgh 27.

WILKINSBURGH—Mrs. Campbell Moses, Jr. (Lois Haseltine, '37), 174 Crescent Hill Rd., R.D. #1, Pittsburgh 35, Pa.

BUSINESS WOMENS—Miss Helen E. Ryman, '24, 50 Academy Ave., Pittsburgh 28, Pa.

ALUMNAE REPRESENTATIVES

To give information about Pennsylvania College for Women in communities distant from Pittsburgh, to confer with prospective students and their parents, and to assist the college in selecting the most desirable applicants from their own localities, Alumnae Representatives have been appointed by the college in the following states and districts:

CALIFORNIA—Mrs. John Alden Randall (Marjorie Chubb, '38), 1235 Wellington Ave., Pasadena.

CONNECTICUT—Mrs. A. Henry Moses (Mary Katherine Rodgers, '35), 187 N. Quaker Lane, West Hartford.

DISTRICT OF COLUMBIA—Mrs. Harry W. Rankin (Joan C. Myers, '42), 4347 Fessenden Street N.W., Washington.
Mrs. Norman P. Reickley (Ruth Berkey, '34), 905 Wayne Street, Arlington, Virginia.

FLORIDA—Mrs. E. S. Volkwein (Sarah F. Marks, '38), Box 98, Ortega, Jacksonville.

GEORGIA—Mrs. James G. Stephenson (Jane Willard, '28), 529 Collier Road N.W., Atlanta.

INDIANA—Mrs. Ralph S. Holland (Elizabeth Hewitt, '27), 4266 Bowman St., University Heights, Indianapolis.

KENTUCKY—Miss Augusta Rogers, '19, Catlettsburg.

MASSACHUSETTS—Mrs. Risher Dunlevy (Frances Ray, '27), 120 Stedman Street, Brookline.

MICHIGAN—Miss Imogene Armstrong, '20, 2933 W. Chicago Boulevard, Detroit.
Miss Clara D. Osgood, '28, 138 Glendale Highland Park, Detroit.

NEW JERSEY—Mrs. C. Marshall Muir (Mary J. Shane, '25), 9 South Munn Avenue, East Orange.
Mrs. Henry A. McCracken (Eleanor Fulton, '26), 324 Park Avenue, Newark.

NEW YORK—Mrs. Charles W. Baldwin (Cora May Ingham, '32), 18 Poplar Street, Douglaston, Long Island.
Mrs. Frank Proctor, Jr. (Helen Birmingham, '35), Scarsdale Manor, Scarsdale.

OHIO—Mrs. J. Byers Hays (Charlotte Hunker, '18), 2341 Delaware Road, Cleveland Heights.

PENNSYLVANIA—Mrs. Charles Noyes (Martha Crandall, '17), R.D. No. 2, Butler.
Mrs. John Rial (Martha Jane Gerwig, '37), Walnut Street, Greensburg.
Mrs. Pierce Gilbert (Virginia Wilcox, '20), 407 Park Avenue, Swarthmore.
Mrs. E. J. Thompson (Harriet Barker, '23), 911 Presqueisle Street, Phillipsburg.

Mrs. Neil K. Culbertson (Martha Branch, '37), 308 Fourth Avenue, Warren.

Miss Margaret D. Jefferson, '31, 313 N. Wayne Avenue, Wayne.

WEST VIRGINIA—Mrs. Millard Sisler (Florence Keys, '12), 301 Wagner Road, Morgantown.

Mrs. William H. Coston (Henrietta Spelsburg, '28), 187 East Pike Street, Clarksburg.

THE ALUMNAE COUNCIL

The Alumnae Council is composed of Alumnae members of the College Board of Trustees, members of the Executive Board, Chairmen of all committees, the appointed Alumnae Representatives, members from each alumnae class and alumnae club as well as a limited number of associate alumnae.

A conference is held at the college the week-end before the P.C.W. spring vacation.

The purposes of the council are to keep alive the loyalty of alumnae and enlist their active interest in and support of their alma mater, to keep in close touch with the administration of the college and communicate to the alumnae the progress and needs of the college, and to formulate recommendations to be presented at the June meeting of the Alumnae Association for the adoption of policies which will promote the best interests and welfare of the Alumnae Association and Pennsylvania College for Women.

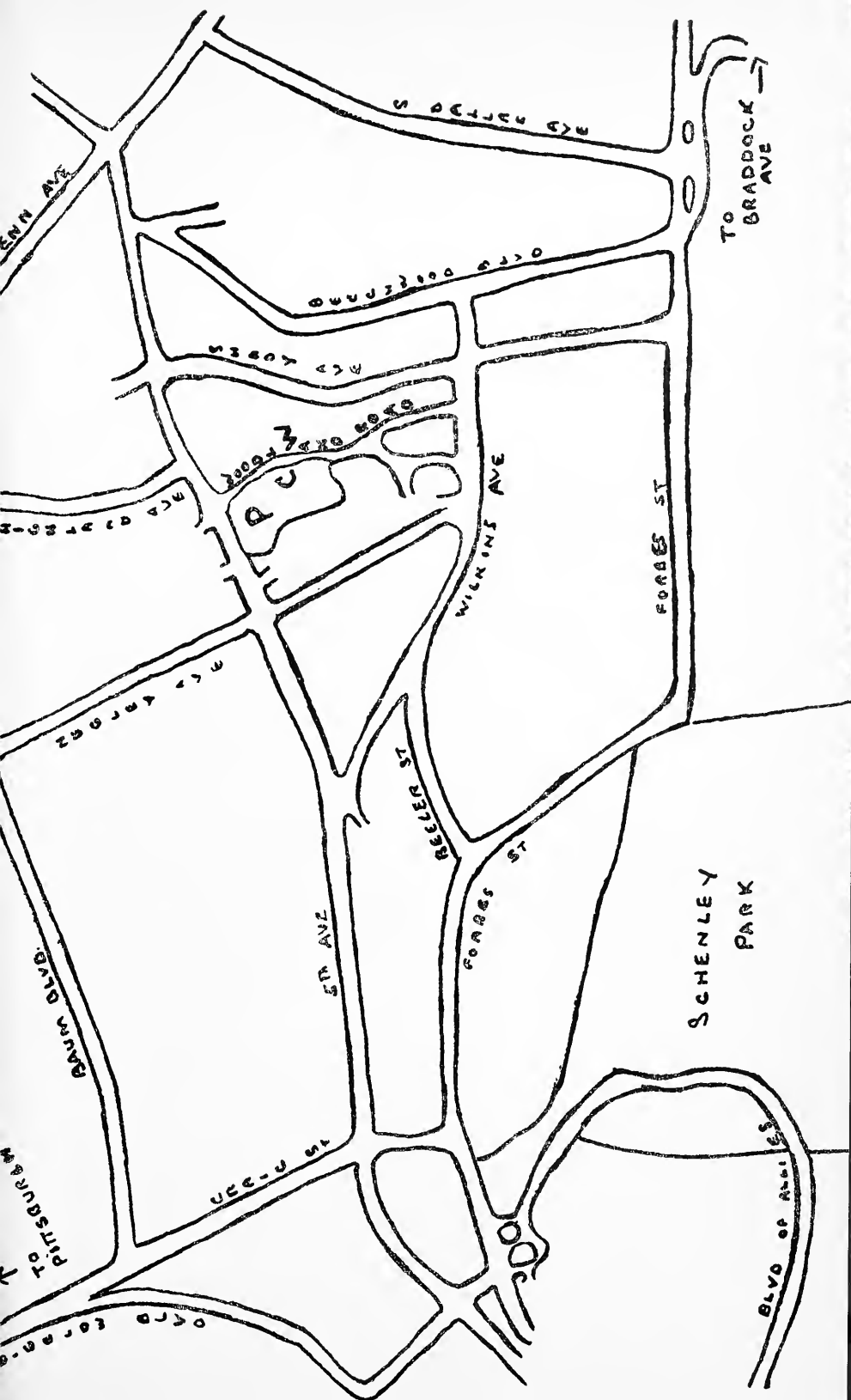
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HOW TO GET TO P.C.W.

The college is within a twenty minute taxicab distance from downtown Pittsburgh and the railway stations, and approximately one hour from the airport. Students arriving by train from the East would do well to leave the train at the East Liberty station, which is near the college. Driving to the college from the East, it is advisable to turn off the Pennsylvania Turnpike at the Pittsburgh interchange and follow Route 22 to the Penn-Lincoln Parkway. Continue on the Parkway to the Braddock Avenue interchange then follow Braddock Avenue to Forbes Street. Turn left on Forbes Street then turn right again off Forbes on to Beechwood Boulevard. Continue on the Boulevard to Fifth Avenue, turn left on to Fifth and the college entrance is approximately three blocks on the left. Driving to the college from downtown Pittsburgh, the best route is out Bigelow Boulevard, down Baum Boulevard to Negley Avenue. Turn right on Negley and continue to Fifth Avenue. Turn left on Fifth and the college entrance is approximately three blocks on the right.





BULLETIN OF

Pennsylvania College for Women

BULLETIN OF PENNSYLVANIA COLLEGE FOR WOMEN

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COLLEGE
FOR WOMEN

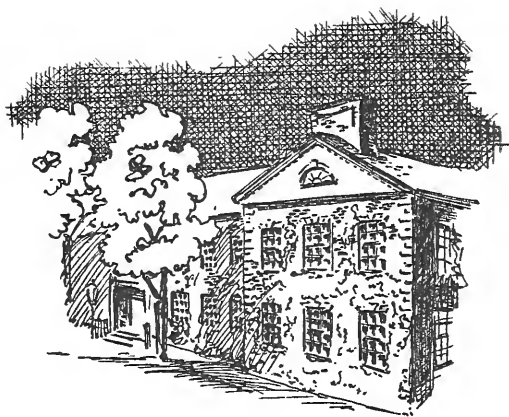


Woodland Road
Pittsburgh 32, Pennsylvania

SEPTEMBER, 1955

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THE EDUCATIONAL PROGRAM

The Educational Program

Pennsylvania College for Women, as a college of liberal arts, has from its beginning been concerned with preparing young women to meet the varying circumstances of life with a fund of useful knowledge, with clear and discriminating understanding and with a readiness to adjust quickly and easily.

The liberal arts college is to be distinguished from other types of institutions by virtue of its providing an educational program which develops those qualities of mind and emotion necessary for the successful performance of the major functions of life. In this sense, liberal education is general education, for it strives for comprehensive understanding of human life in terms of the social environment and in terms of the laws of the natural world. It attempts to inspire in the student a range of interest, a depth of appreciation and an agility of thought and action needed for living effectively in a democratic society.

The major functions of life fall into three categories; one of these involves the individual discharging with wisdom his obligations to society. Democratic society is dependent for its success upon the existence of an enlightened and responsible citizenry. Enlightenment consists of more than the possession of a certain minimum of factual information about our economic and social life; it involves understanding concepts basic to our own society and other societies, both historic and contemporary. Responsibility, in turn, demands more than passive acquiescence; it requires active participation in the continual progress of our social order. It is the belief at PCW that participation in collective decisions in college and the acquisition of concrete experience in a metropolitan center such as Pittsburgh are important means by which the knowledge and attitudes necessary to the performance of one's civic obligations can be acquired.

A second major function of life is to enjoy a full and happy existence. The specific terms in which this happiness is

to be found vary from individual to individual, but the need is universal. The meaning of life is essentially to be found in those voluntary interests we acquire and express. It is here that a sense of values is important, since resourcefulness in the use of time makes the difference between a rewarding life and a drab one. A complete education involves challenging the student to a recognition of those latent talents and abilities which provide relaxation and keen enjoyment in leisure hours and also enable one to meet daily obligations responsibly. PCW believes that every student should be encouraged to develop the creative impulses which give fullness to life.

A third of these major functions has to do with the attainment of professional proficiency. Pennsylvania College for Women recognizes that careful and adequate education in this area is necessary for everyone. Its program is developed to include education which is basic to nearly all professional occupations. PCW provides a broad and comprehensive pre-professional education. Consideration should be given to the fact that most students change professional interests while they are in school and a large number do so after graduation. Therefore the college feels that students should develop real vocational mobility. It is also important to recognize that most women still find their careers in the home; education for them, insofar as preparation for a career is concerned, is best provided by a broad liberal education.

The major functions of life referred to are inter-related. To educate for one is in a sense to educate for all, although hardly to an equal degree. Liberal education has as a goal enrichment of the entire personality, bringing the basic functions into a significant, harmonious pattern for the individual. To help perform this service, the PCW program is adapted to meet the needs of each student. Only in a small college is it possible to give specific attention to the individual. There the most fruitful results of the educational process can be achieved.

While the process of education must be individualized, the goals of education are the same for all and much of the content must be identical. The faculty of PCW has given much attention to a consideration of these common goals of liberal education—certain concepts and areas of knowledge which all educated people should share in common. Requirements have been developed to acquaint the student with significant knowledge in the five following areas:

1. A study of man as a human organism
2. A study of the universe he inhabits
3. A study of his social relationships
4. A study of his aesthetic achievements
5. A study of his attempt to organize his experience

The faculty at PCW regards knowledge as a means to an end. The end is wisdom. Wisdom involves an understanding of and active commitment to certain values basic to our democratic society; the development of attitudes which will lead the individual to act consistently with these values; the enhancement of certain abilities without which effective action cannot be taken.

VALUES

The student should recognize and act upon the validity of certain values fundamental to democratic society.

1. Each individual is an object of dignity.
2. All men should have legal equality and equal opportunity for the development of their individual abilities.
3. The common good is best served in the long run by the combined wisdom of the majority which respects the rights of the minority.
4. Each individual has a responsibility for participation in and improvement of the organized society in which he lives.

ATTITUDES

Some of the socially constructive attitudes which affirm these values in living are:

1. Consideration for the viewpoints of others, with freedom from racial, religious or other social prejudices.
2. Willingness to apply the standards by which we evaluate others to our own abilities and achievements.
3. Readiness to adapt our ideas and actions to a changing environment.
4. Desire to think in terms of the ideal, and willingness to take action in support of principle.
5. Concern for the spiritual, intellectual, and creative phases of human life.

ABILITIES

The abilities which must be developed to an appropriate level so that democratic values reinforced by socially constructive attitudes may be supported by effective action are:

1. The ability to communicate: This involves reading, writing, listening and speaking.
2. The ability to solve problems: This involves analysis, observation, definition, concentration, selection of information, recognition of assumptions, construction of hypotheses, inference of valid conclusions, and the application of conclusions.
3. The ability to express oneself: This involves sensitive insight, imagination, creativity, the projection of ideas, and sympathetic understanding.
4. The ability to live with others.
5. The ability to develop a synthesis of knowledge, values, and action—intellectually, emotionally, and physically.

The interpretation of liberal education sketched above clearly indicates that the major goals of liberal education are the same for all. This does not mean that all individuals are to be regarded as alike in every respect and hence are provided with identical programs. There is, in fact, a sphere of knowledge where a common curriculum is desirable and there is also another sphere where individual differences should determine the direction of course election. Let us call these two spheres basic education and individualized education. Basic education consists of the essential materials which every educated person should master. Individualized education includes that part of a student's program concerned with the needs, professional and avocational, which are peculiarly hers. No curriculum is complete unless it serves adequately in both spheres.

The concept of basic education grows out of the belief that there are particular forms of knowledge equally important for all educated people. The faculty of PCW emphasizes the five aforementioned areas concerned with human nature, the natural world, the social world, the world of creative activities and the world of values. Furthermore the faculty maintains that it is not enough that a student should know "something" about each of these areas, but that the truly basic in these areas must be specified and must become the content of courses.

There are certain other implications of the foregoing interpretation of liberal education which have much to do with the nature of and emphasis in the basic education curriculum: basic education should be (1) comprehensive, (2) identical for all since it deals with common needs, (3) directive in emphasis, (4) correlated with specialized interests, (5) concerned with the development of social consciousness, (6) challenging to the further use of creative talent and (7) directed toward goals to be achieved.

The following courses are the curriculum of basic education at PCW.

AREA I—MAN

HUMAN DEVELOPMENT AND BEHAVIOR. This is a three-hour course throughout the year which correlates materials concerned with human living. These include certain major concepts in biology, psychology, social anthropology and nutrition which aid in the study of the changing reactions of human beings throughout the life span. The course is designed to give the student a knowledge of the various structures and functions of the body as well as an increased ability to meet the typical problems involved in the social, emotional and intellectual development of the individual.

AREA II—THE UNIVERSE

THE NATURAL WORLD. This is a one-year requirement in science, the first semester of which is devoted to consideration of the important concepts and methods of one of the special sciences: astronomy, biology, chemistry or physics. The second semester consists of the course, History and Philosophy of Science, which provides insight into the development of the major concepts in science and their relationships to human life.

AREA III—SOCIAL RELATIONSHIPS

THE HISTORY OF WESTERN CIVILIZATION. This is a four-hour course throughout the year which traces the cultural developments of the western world from the earliest times up to the present. It includes significant developments in the Americas as they form a part of the continuous evolution of western civilization. This course is not a history of western civilization in the conventional sense but rather a course dealing with the problems and achievements of our cultural heritage.

MODERN SOCIETY. This is a three-hour course throughout the year and ordinarily will be taken in the sophomore year. The objective is to provide the student with materials concerning significant social, economic and political problems and institutions and with a method of understanding and analyzing these problems and institutions.

WORLD ISSUES. This is a three-hour course for one semester with the objective of stimulating global thinking and encouraging an understanding of the cultural and political influences in the relations between nations.

AREA IV—AESTHETIC ACHIEVEMENTS

THE ARTS. This is a four-semester course, three hours each semester, correlating work in the visual arts, drama, prose-fiction, poetry, music and the dance. It should be taken as a sequence ordinarily in the sophomore and junior years. The purpose of the course is to present the several arts as experience in which the student may share actively and intelligently. The student is encouraged to enjoy significant works of the past and the present, to understand something of their forms and intentions, to find relationships among works in different media, and to develop a personal point of view and critical ability. She is encouraged also to participate in activities in the creative arts on the campus and in the community through a workshop program requiring an evaluation of recommended concerts, plays, novels, art exhibits and dance recitals.

AREA V—ORGANIZATION OF EXPERIENCE

PHILOSOPHY OF LIFE. This is a three-hour course throughout the year and is ordinarily taken in the senior year.

The objective of the course is to provide the student with an understanding of the world of values and with an opportunity to engage in significant philosophical and religious thinking and discussion.

In addition to the above area courses, there are requirements in:

FOREIGN LANGUAGE. Every student must establish the fact that she has a moderate reading ability in one foreign language. This must be accomplished through a proficiency examination or through course work in one of the foreign languages.

ENGLISH COMPOSITION. This is a two-hour course throughout the year which is correlated with the other course from which materials will be drawn for practice in the art of writing.

EFFECTIVE SPEECH. This is a two-hour course throughout the year. It is correlated with Modern Society from which course discussion materials are provided as a basis for practice in oral discourse.

PHYSICAL EDUCATION. This is a course in sport and dance which is required of all freshmen and sophomores.

The above courses constitute the curriculum of basic education.* They total sixty-six hours or slightly over one-half of the requirements for graduation. Not all this work will be taken in the first two years, but rather it is spread throughout the four years (see graph, page 45.)

Fulfillment of any one or more of these academic requirements may be achieved by passing exemption examinations. Through the exemption examinations which are offered

*Further description of these courses is to be found on pages 46-49.

by the Office of Evaluation Services, a student may establish her right to move on to advanced courses.

Basic education and specialized work should both be parts of a continuous process. They should be correlative and not concentrated at any one time as if to indicate that they had no relationship with one another. Both basic and individualized education are necessary for a complete over-all education.

Individualization takes three forms: (1) attention to the particular problems of each student in fulfilling the requirements in basic education; (2) provision of an adequate testing and guidance program to assist the student in making decisions and adjustments from the time of admission through to placement after graduation; and (3) development of a sufficiently flexible curriculum to serve specialized and avocational needs.

In regard to the latter, the faculty of PCW believes that every student should achieve competence in one particular area and also a deep interest in avocational activities. The faculty, therefore, has determined that approximately one-quarter of the four-year program shall be devoted to concentration in one or more fields of study, and approximately one-quarter shall be devoted to elective studies which the student pursues of her own free will. Above all other considerations, it is a balance between basic and individualized studies which is important at PCW.

It is necessary for the college student to clarify her aims in order for her to become aware of her own particular abilities and know the progress which she is making. In order to make certain that such information becomes available to the student, the college has established the Office of Evaluation Services headed by a full-time director (See Office of Evaluation Services, page 134.)

To fulfill the requirement in concentration, the college offers two choices: a field major and an interdepartmental major.* A field major involves advanced work in a specific field such as English or economics. An interdepartmental major involves advanced courses developed around a particular subject such as American civilization, the modern community or comparative literature. The plan thus provides for the greatest possible leeway in exploring and exploiting special interests within the framework of a liberal arts curriculum.

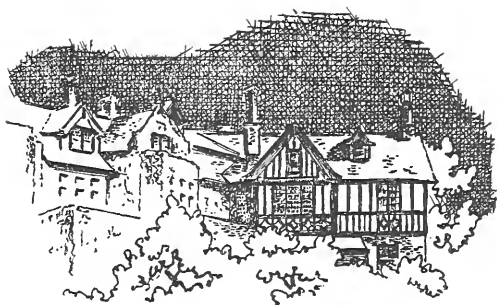
One important development in this individualized phase of educational preparation has been the inauguration of a tutorial requirement for all seniors involving six hours of academic credit. The purpose of the tutorial is to provide each student with discipline in self-directed education. The student meets once a week during the year with a faculty member to discuss progress on a project of her own choosing, preparation for the writing of a research paper. This paper is defended orally before a committee of three faculty members.

It will be readily granted that the success of this or any curriculum will be determined finally by the quality of teaching. The instructor must be a leader, a stimulating one. He must be an example, an impressive one. But above all, he must be a learner, in advance of his students to be sure, and a person whose own enthusiasm for great thoughts and a rich experience is contagious.

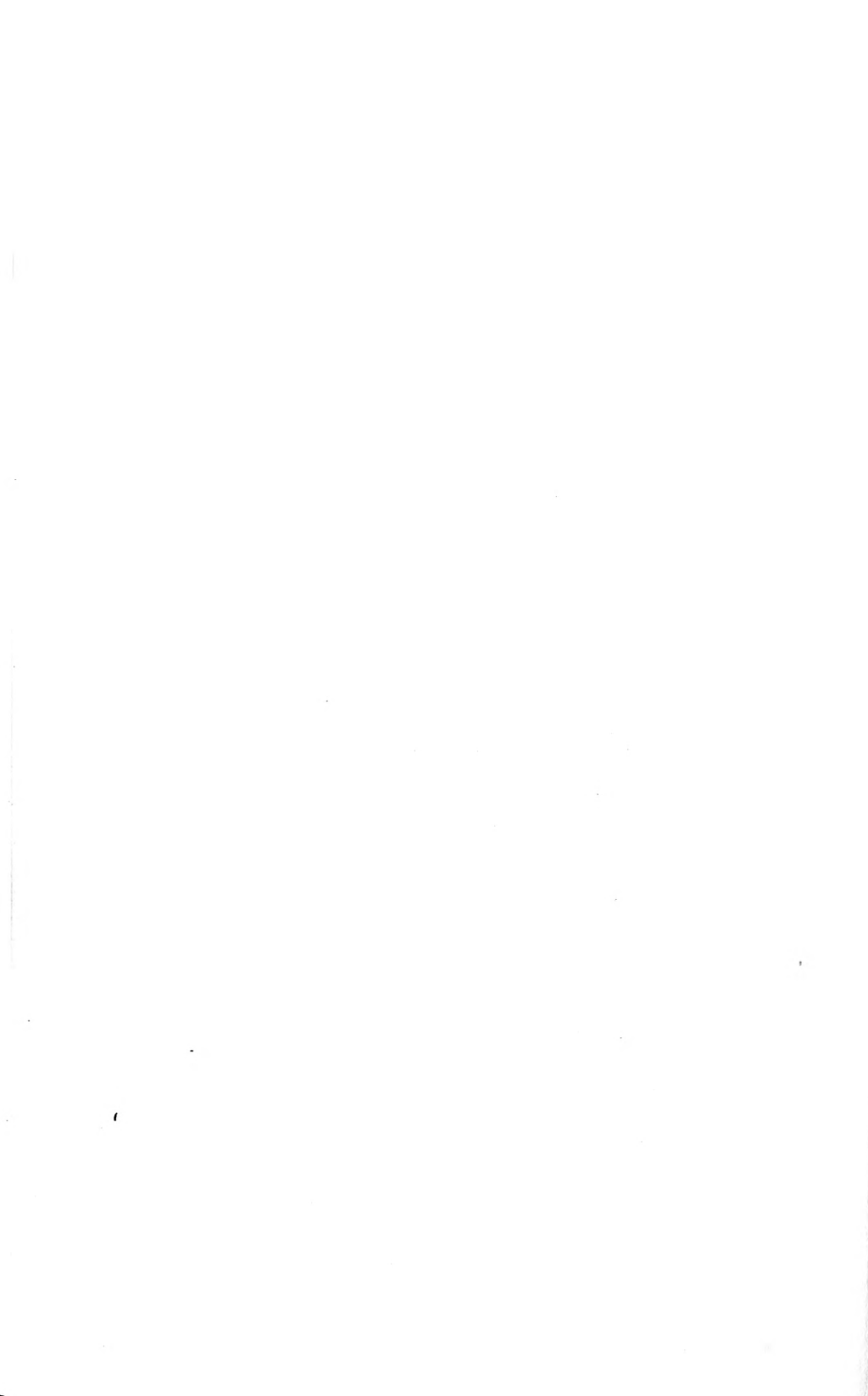
Knowledge of fact is obviously not the sole goal of education. The curriculum is but a composite of materials with which to deal. Skills acquired, attitudes and beliefs developed and refined—these also are a part of the mortar of life. They can be most effectively learned indirectly. Courses in them are formal and artificial. The realization of their importance on the part of an able faculty will cause them to become basic in

*Further description of these majors is to be found on pages 40-41.

every contact inside and outside the classroom. They will be earned not because they are taught as separate disciplines but because they are an integral part of the entire program of the college.



THE COLLEGE



The College

THE PAST

According to Emerson, "An institution is the lengthened shadow of one man." Pennsylvania College for Women, however, is the lengthened shadow, not of one man, but of many devoted men and women who have built and are building their lives into it. But he who casts the longest shadow, now extending across more than eighty-five years, is the Reverend William Trimble Beatty, first pastor of the Shadyside Presbyterian Church, who, with the backing of a group of civic-minded Pittsburghers, took the initiative in founding a college for women in Pittsburgh.

This was the year 1869. The University of Pittsburgh was, at that time, a "men's college." Founded as a counterpart of the University to provide higher education for women, the college began as Pennsylvania Female College and consisted of a "tract of four acres of ground at Shadyside, in the city of Pittsburgh." The First Board of Trustees selected the house and grounds of Mr. George A. Berry as the college site. For many years, the college catalogue carried this description: "The location is the most commanding and beautiful site within the bounds of the corporation; being free from the smoke and dust of the city, perfectly retired, and yet within three minutes' walk of the Oakland Horse Cars."

Unlike many women's colleges which began as seminaries, Pennsylvania Female College was from the beginning a full-fledged college. The college offered courses in languages, both modern and ancient, English language and literature, mathematics from arithmetic to trigonometry, natural sciences, geography and history, and the fine arts with emphasis on classical training. A systematic study of the Bible was also required of every student.

From the opening day of the college, the trustees were immediately pressed by a need for expansion. It was decided to build an extension which would more than double the size of the original building. Included in this structure was a chapel where students were required to attend daily services.

For nearly a score of years, the college consisted of this single building. In 1888, a cornerstone was laid for Dilworth Hall, made possible by a bequest from one of the founders, Mr. Joseph Dilworth. In 1892, a one-story gymnasium was erected. College expansion was beginning.

On June 28, 1890, the name of the corporation was changed to "Pennsylvania College for Women," with the action to amend the charter being started through student petition to the Board of Trustees.

The college continued to grow. In 1897, a fourth story was added to Berry Hall, as well as a large west wing, providing for more dormitory space. At the same time, a second story was added to the gymnasium in order to house the music department.

The following year, the resident students organized a student government program. This, in the form of the Student Government Association, was extended to the entire student body in 1913.

Woodland Hall, the first building devoted entirely to dormitory space, was erected in 1909. The next year saw the addition of a house for the president. World War I interrupted the development program but in the spring of 1923, a new modernization and expansion program was adopted.

The following years showed rapid change: an L-shaped wing was added to Woodland Hall as well as a new dining hall. A heating plant was constructed in 1929, and in 1930 came the Louise C. Buhl Hall of Science. This hall was erected in memory of the wife of the late merchant and well-known philanthropist of Pittsburgh, Henry Buhl, Jr. Shortly after

this, the James Laughlin Memorial Library was constructed. This was the gift of Miss Anne Irwin Laughlin in memory of her grandfather, the first president of the Board of Trustees.

In 1936, after prolonged study made by the faculty, the curriculum was reorganized into Lower and Upper Divisions. In the Lower Division, the student was to acquaint herself with the major fields of human thought. In the Upper Division, the student concentrated in the field of her special interest and ability. This program, the groundwork for the present basic education program, had the dual aim, the faculty felt, of providing a broad cultural background and an opportunity for specialization.

The size of the campus was doubled and two new buildings were added through the generous gift in 1940 of Paul Mellon. He presented the college with the residence and grounds that had belonged to his father, Andrew W. Mellon, former Secretary of the Treasury and famed financier.

In the following thirteen years, the college saw an addition to Fickes Hall, the acquisition of Beatty Hall, the new Chapel, the Alumnae Dining Hall and a new wing on Woodland Hall which included an infirmary and dormitory space, Gregg House, Mary Acheson Spencer House, the new Physical Education Building and athletic field, Gateway House and three new buildings to replace the original college buildings, providing one of the best equipped small colleges in the country.

In 1946, the present curriculum was introduced, a development which placed PCW among the pioneers in curriculum progress in the post-war period.

Since 1869, the institution has been "lengthened" by the shadows of the men and women who have built their lives into it. To them, present and future students are indebted for the history which they have made and are making.

THE CAMPUS

Following the vision and purposes of its founder and continuing a liberal arts non-sectarian pattern, Pennsylvania College for Women constantly strives to provide students with the best in education in the best physical environment.

Located in the most beautiful residential section of Pittsburgh, PCW with its greatly expanded campus provides all the advantages of a country campus. At the same time, it has the dual advantage of being within a short distance of the theatre, the museums, the symphony hall, the libraries, and the Buhl Planetarium.

The student body has expanded from one hundred and twelve to today's enrollment of approximately four hundred and fifty. The campus also has expanded to meet the growth of the college: there are now twenty-three buildings on twenty-seven acres of rolling, wooded grounds.

Dominating the PCW landscape* is the Chapel which seats eight hundred people and which has a four-manual Moeller organ with carillon bells. The bells are played for ten minutes before religious services and each evening just before dinner. On the ground floor of the Chapel are a large lounge, a meditation chapel, a choir room and offices.

Walking around the quadrangle of buildings, one comes next to the James Laughlin Memorial Library which contains nearly 50,000 volumes. Like the Chapel and all buildings in this integral part of the campus, it is in the style of Georgian architecture. The reading room, with its wide tables, individual lights and comfortable chairs, is a pleasant place in which to study. The browsing room, with its paneled walls and inviting lounge chairs, tempts one with its rare old volumes as well as with books of contemporary interest and the latest periodicals. On the lower floor are the periodical and

*See map, page 27.

reserve room, the historical room, and seminar and private study rooms.

The Louise C. Buhl Hall of Science is the next stop on the campus tour. The Science Hall has laboratories for the departments of chemistry, biology and physics, and a lecture hall with facilities for the use of motion pictures. The science library on the lower floor has approximately four thousand volumes.

A trio of new buildings, dedicated in the spring of 1954, complete the quadrangle. They are the Cora Helen Coolidge Hall of Humanities, gift of the Buhl Foundation; the Laura Falk Hall of Social Studies, gift of the Maurice and Laura Falk Foundation; and the Arthur E. Braun Hall of Administration.

In these three buildings are individual faculty offices, classrooms which are ideally sized for the small instruction groups which are an important part of PCW's education program, space for extra-curricular activities, psychology laboratories, music listening rooms, projection rooms, post office, lounges, bookstore and a modern snack bar.

Directly across the drive from Braun Hall is Woodland Hall, the largest of the five dormitories. In this resident hall are single and double rooms, as well as suites of two rooms. Woodland also houses the college infirmary and the dining rooms. The Dining Hall is light and pleasant and has tables seating six, providing for a personal dinner atmosphere.

Next door to Woodland, as one leaves the top of the hill, is the Guest House with spacious rooms which are reserved for campus visitors.

From Woodland Hall sunporch, one can look across Woodland Road to the opposite hill where two more dormitories, Fickes and Beatty Halls, are located. These buildings, originally family estates, provide the students who live there with the same homelike atmosphere that pervades all of the

PCW residence halls. Like the other dormitories, there are large sunny rooms and comfortable lounges.

Following the winding path across the lawn from the Guest House, one comes next to the buildings and grounds which were formerly owned by Andrew W. Mellon, late Secretary of the Treasury, and given to the college in 1940 by Mr. Paul Mellon. Here a number of seniors live in a dignified and spacious residence in the Tudor style of architecture. Mellon Hall has bowling alleys and a tiled, regulation-size swimming pool. The grounds and gardens are beautifully landscaped.

Near Mellon Hall is the Music Center, a smaller building which was originally a part of the Mellon estate. The Department of Music utilizes this building which has a charming and intimate auditorium suitable for student recitals and studios for private and group lessons.

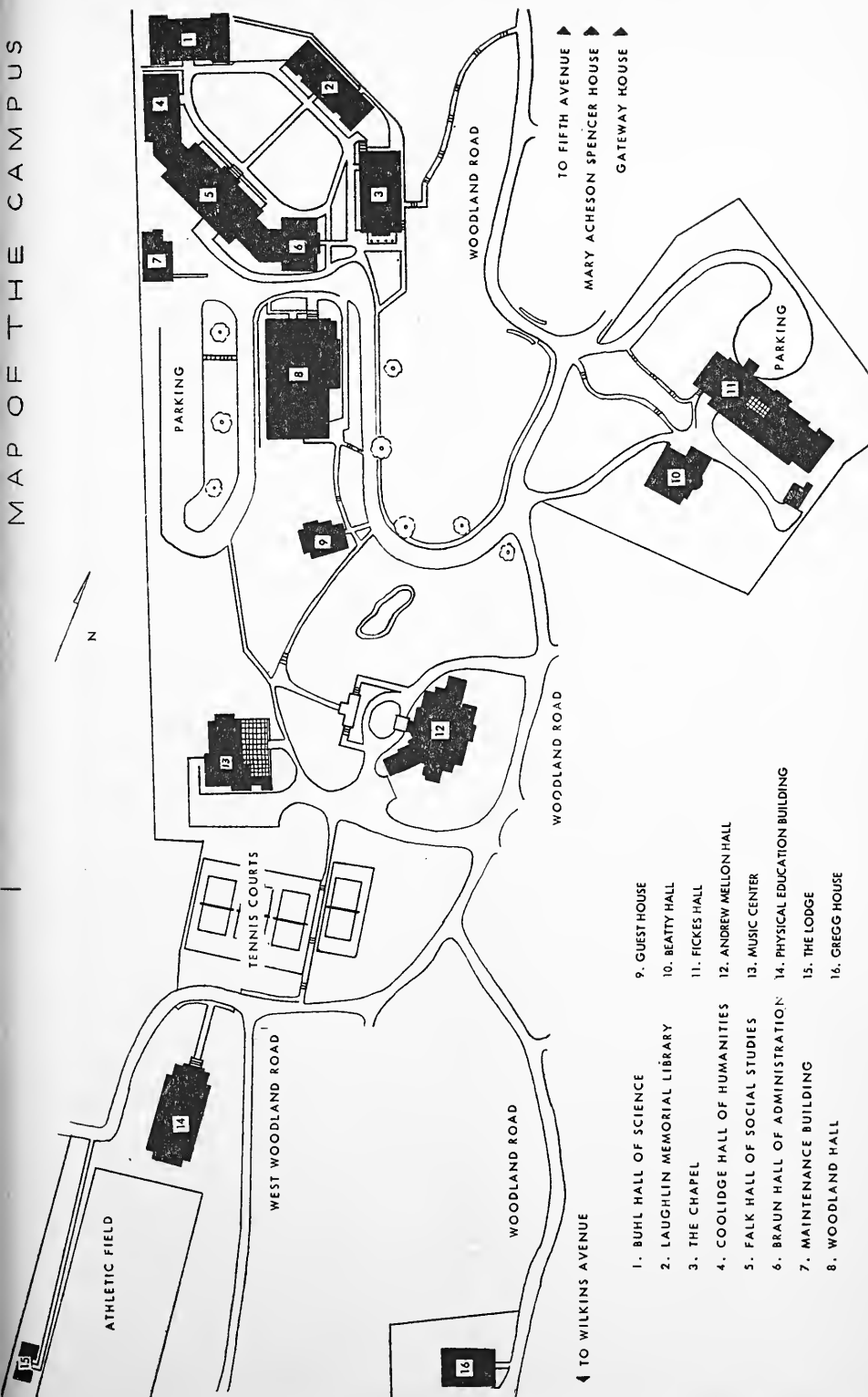
On West Woodland Road is the three and one-half acre recreation field and the new Physical Education Building. This building includes a large gymnasium floor, seminar rooms, classrooms and offices. On the recreation field are a regulation hockey field and archery range, and across the road are four new all-weather tennis courts.

There are also facilities for picnics, and, in the cold weather, the "Lodge" (just off the playing field) with its large living room, open fireplace and modern kitchenette, is an inviting place for informal gatherings.

Towards Wilkins Avenue on Woodland Road is Gregg House, home of the president of the college.

Toward Fifth Avenue, the first house on the left below the Chapel is Mary Acheson Spencer House, the official residence of the dean of the college.

The tour is complete when one comes to Gateway House at the end of Woodland Road on the right. Gateway is a small and charming residence hall of Early American decor and the home of the PCW Family Living Department.



- | | |
|---------------------------------|---------------------------------|
| 1. BUHL HALL OF SCIENCE | 9. GUEST HOUSE |
| 2. LAUGHLIN MEMORIAL LIBRARY | 10. BEATTY HALL |
| 3. THE CHAPEL | 11. FICKES HALL |
| 4. COOLIDGE HALL OF HUMANITIES | 12. ANDREW MELLON HALL |
| 5. FALK HALL OF SOCIAL STUDIES | 13. MUSIC CENTER |
| 6. BRAUN HALL OF ADMINISTRATION | 14. PHYSICAL EDUCATION BUILDING |
| 7. MAINTENANCE BUILDING | 15. THE LODGE |
| 8. WOODLAND HALL | 16. GREGG HOUSE |

THE COLLEGE COMMUNITY

The college community of fifty faculty and four hundred and fifty students drawn from many states and from foreign countries provides variety of experience and yet assures each student a distinctive place and individual consideration. The classes at PCW are small and the instruction is individualized. There is opportunity for seminar discussions and for numerous contacts with members of the faculty. The tutorial projects give students a direct, close association with members of the faculty.

The quality of any educational institution is primarily dependent on the ability and training of the faculty. In this regard, PCW is particularly fortunate. The faculty is composed of men and women who find that a close teacher-student relationship is rewarding. All have been selected for their teaching ability, their personal interest in students and their ability to embody the ideals of the liberally educated person.

In the belief that students profit greatly from being instructed by and having access to creative teachers, PCW has maintained an extremely creative faculty. They are responsible for a steady flow of significant books. In its membership are artists, musicians, dramatists and scholars of distinction. In addition to the permanent members of the faculty, PCW has established the policy of inviting nationally and internationally known artists and scholars to serve in residence.

The students at PCW are selected for their intellectual curiosity, character and achievement. Different nationalities are represented each year in the student body. Currently, there are students from Norway, Puerto Rico, Korea, Mexico and India. Students, therefore, have opportunity to share experiences and to appreciate the cultural heritage of other students with diverse backgrounds, a factor of vital educational significance.

The educational program at Pennsylvania College for Women is designed to educate students to assume responsibility. Both the educational program and the co-curricular activities of the college encourage increased freedom accompanied by increased responsibility.

A dominant characteristic of the college is the spirit of unity, friendliness and cooperation, a spirit which is furthered by active participation of both faculty members and students in a progressive and democratic community government. Each new student immediately feels that the atmosphere of the college is friendly.

The college maintains a carefully planned advisory system. Faculty members act as resident counselors in each dormitory. They meet weekly with house councils and house officers to discuss dormitory organization and plans. In addition, resident counselors provide general counseling.

When the student becomes a junior, one of the professors in her major field serves as her principal advisor. As an under-classman, she has a faculty advisor appointed by the Dean. The student counselors work directly under the Dean.

Dormitory life is an integral part of the educational program of the college because it offers students practice in the art of living together. Every effort is made to have student rooms and living rooms homelike and pleasant.

Student officers, elected and supported by the students, establish and maintain the social standards in all the dormitories. They cooperate with the student counselors and the administration in promoting the social and academic interests of the students.

Although the majority of the students at PCW live in residence halls on the campus, some of the Pittsburgh students choose to commute. Freshmen dormitory students are permitted ten overnights a semester; sophomores, eleven; juniors,

twelve; first semester seniors, fourteen; second semester seniors unlimited provided they are in good academic standing.

All students, whether resident or day may share in every college activity. Much of the social and activity program of the college centers in the dormitories where house dances as well as open houses are held at various times during the year. Day students are associate members of a dormitory and are included in the dormitory programs.

Each student accepts the honor system of PCW upon admission, a system of mutual respect and trust. The Honor Code is important in helping each student to grow in maturity since it gives the individual responsibility as well as freedom. The entire college community believes in personal integrity. The community spirit of honor pervades every phase of campus life—it is active in the classrooms, in the dormitories, in the library, and, in fact, in all personal relationships.

All student organizations have one or more faculty advisors chosen by the students. There are a number of faculty student committees and organizations. One of them, the College Council, meets throughout the year to discuss matters pertaining to college policies which concern faculty and students alike.

Each class at PCW elects a faculty advisor and the Student Government Association chooses an honorary member from the faculty. Vested in this Student Government Association, within the framework of its educational objectives, is the discipline of the college. Each student is a member. The S.G.A. is a part of the total administrative plan of the college and, as such, has a part in supporting all college programs and events. The officers of the Association meet frequently with the Dean to coordinate the planning.

A calendar of activities for all students is provided through the Activities Council. Its activities are educational as well as social.

The all-student Athletic Association provides activities such as field hockey, archery, basketball, mushball, badminton, swimming, tennis, bowling, fencing and canoeing. Arrangements are made for horseback riding and golf in nearby parks. Students are urged to enter into interclass sports competition in mushball, basketball and hockey as well as to try out for the "Varsity" which competes with nearby colleges. In addition, individual sports championships are sponsored each year by the Athletic Association.

College publications provide an outlet for the writer, the artist, and the student with organizational and business abilities. The "Pennsylvanian" is the college annual, a pictorial and literary record of student life at the college, while the weekly newspaper, featuring current news of interest, is called "The Arrow." "The Minor Bird" is a bi-annual literary magazine to which all students are invited to contribute.

There are many opportunities for students with dramatic or musical abilities. The student interested in dramatics may write, stage, direct or take part in the production of a play. The student interested in music finds recreational and educational openings in the choir, chorus and the Sinfonietta, groups which give their services to churches, clubs, and philanthropic organizations. In addition, the PCW Opera Workshop in its summer sessions contributes greatly to both the college and to the cultural life of the city of Pittsburgh.

Assembly Hour, eleven-thirty to twelve-thirty every Tuesday and Thursday morning, gives students as well as faculty members an opportunity to participate. Student government, class, and smaller committee meetings are held during the assembly periods and outside speakers are often invited to attend. One half of the Thursday assembly is devoted to religious services.

PCW, although founded under Presbyterian influence and Christian emphasis and tradition, is non-denominational and welcomes students of all faiths.

The college believes that the development of spiritual and moral insight is an integral part of an educational experience. It has weekly chapel services and encourages students to attend the churches of their own choice on Sunday. The college has a chaplain who is available for religious counseling and who teaches courses in religion. Other activities in special seasons and throughout the year are available for further expression of religious interests.

Certain customs have developed through the years into vital traditions. These include Matriculation Day, Color Day, the annual play contest, the annual song contest, the Christmas Candlelight Service, carol singing and Moving-Up Day.

The college attempts to develop students' particular abilities and interests, to teach them the importance of learning to live together and to take positions of responsibility and leadership in their own communities. Its co-curricular program is closely tied with its academic program to serve the same fundamental ends.

THE ENVIRONS

No American city has undergone as dramatic a change in such a short time as Pittsburgh. Through a happy combination of private and public interest, Pittsburgh has become, almost overnight, one of the most interesting and progressive cities in the United States.

Over two billion dollars is being spent by industry to modernize the city. Civic and cultural activities have not been allowed to lag. Pennsylvania College for Women is indeed fortunate to have the cultural facilities of such a city within minutes of the campus.

The natural science classes often visit the Buhl Planetarium and the Carnegie Museum. Science majors visit the laboratories of the Mellon Institute—unique in this country for industrial research—and many PCW students are employed there after graduation. Sociology students work in city settlement houses; education students do student teaching in the city schools; drama students occasionally are cast for parts in the productions of the Playhouse and the Civic Light Opera; music students sometimes participate in concerts of the Pittsburgh Symphony.

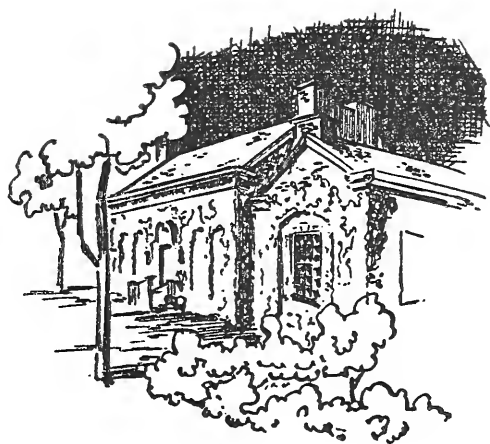
Many PCW students take advantage of the opportunity of attending the Pittsburgh Opera, the Pittsburgh Symphony, the Music Guild series of vocal and instrumental artists, and concerts of visiting symphonies at student rates.

The annual exhibition of pictures of Carnegie Institute is a definite influence in the development of artistic appreciation. For a month in the fall, more than three hundred distinguished modern paintings are displayed in this exhibit. The history of art becomes much more than an academic review of the past when the student can see the Exhibit of American

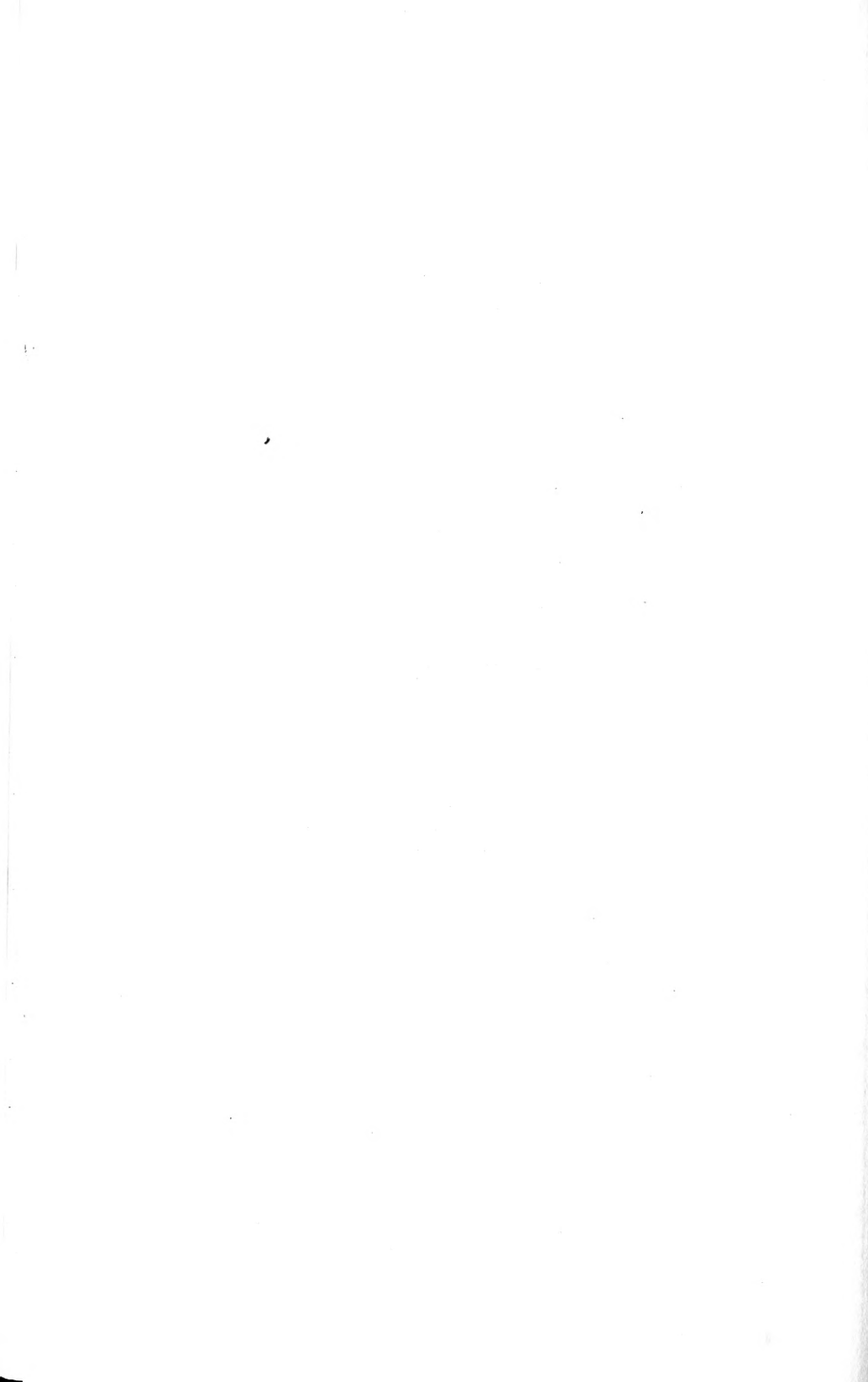
Art, traditional techniques and modern trends. A few blocks from the campus is the Arts and Crafts Center where there are many exhibitions each year.

At the Nixon Theater, Broadway plays are produced and students hate to miss seeing the current offerings which occasionally are pre-Broadway productions.

The Carnegie Library of Pittsburgh is only a short distance from the campus and its large collection of volumes supplements the libraries of the colleges in the Pittsburgh area. Carnegie Library is unusually well provided with books valuable for student research.



THE COURSE OF STUDY



The Course of Study

REQUIREMENTS FOR GRADUATION

The requirements for graduation from Pennsylvania College for Women are:

1. The passing of the following required courses* which are to be distributed over the four years.
Human Development and Behavior B1-2 (6 hrs.)
History of Western Civilization B1-2 (8 hrs.)
Modern Society B101-102 (6 hrs.)
World Culture B105 (3 hrs.)
Natural Sciences B1 (choice of four) and B2 (7 hrs.)
The Arts B1-2, B101-102 (12 hrs.)
Philosophy of Life B151-152 (6 hrs.)
English Composition B1-2 (4 hrs.)
Effective Speech B1-2 (4 hrs.)
Physical Education B1, B2, B3, B4 (4 hrs.)
2. The demonstration of a moderate reading ability in one foreign language.
3. The completion of an approved major.
4. The completion of a Tutorial in the major field under the individual supervision of the appropriate faculty member.
5. The successful completion of 124 semester hours.
6. The maintenance of a cumulative point average of 2.00.
7. The completion of Senior General Examination.

DEGREES

THE DEGREE OF BACHELOR OF ARTS

Students are recommended for the degree of Bachelor of Arts upon satisfactory completion of the requirements for graduation with a major approved for the Bachelor of Arts degree.

* A student will be excused from taking any of the required courses in which she has established, by passing an exemption examination, that she has achieved the objectives of the course.

THE DEGREE OF BACHELOR OF SCIENCE

Students are recommended for the degree of Bachelor of Science upon the satisfactory completion of the requirements for graduation with a major in chemistry or in biology, in kindergarten education or in elementary education.

MAJORS

FIELD MAJORS

Students meeting the requirements for admission to the junior class are offered major work in the following fields: art, biology, chemistry, drama, economics, English, French, German, history, mathematics, music, philosophy, political science, psychology, sociology and Spanish—leading to the degree of Bachelor of Arts; biology, chemistry and education—leading to the degree of Bachelor of Science.

Each department lists its major requirements at the beginning of the section presenting its courses. To the general requirements for graduation and to the requirements of the department must be added a sufficient number of elective credits to complete the 124 semester hours required for graduation.

INTERDEPARTMENTAL MAJORS

An Interdepartmental Major is offered for the student who desires as comprehensive a college course as possible. By cutting across departmental lines it makes possible many combinations of courses without a specific major in one field. A student electing this major may combine subjects with reference to individual interests and objectives. One such major is Family Living (see page 63). Listed below is another example of an Interdepartmental Major.

SOCIAL SCIENCES

Economics 109—Money and Banking	3
Economics 114—International Economics	3
Political Science 112—U.S. Foreign Policy	3
Political Science 113—Political Theory	3
Political Science 115-116—Process and Practice of Politics	6
Sociology 113—Cultural Anthropology	3
Sociology 119—Racial and Ethnic Groups	3
Tutorial	6
	—
	30

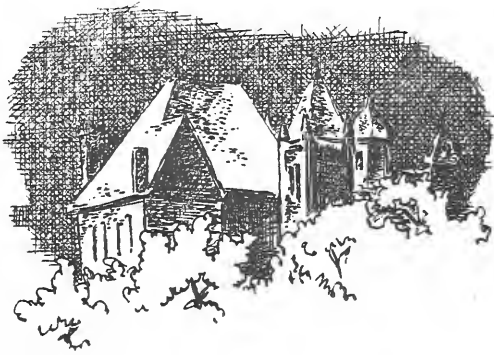
HONORS

At a special Honors Convocation each fall, Honors are announced for the Senior, Junior and Sophomore classes. This list consists of those students having a cumulative average of 3.40.

Honors are granted at graduation as follows:

High Honors: A cumulative average of 3.70

Honors: A cumulative average of 3.40



DESCRIPTION OF COURSES

THE P.C.W. CURRICULUM

SENIORS		ELECTIVES			
PHILOSOPHY OF LIFE 6 hours					
JUNIORS		ELECTIVES			
WORLD ISSUES 3 hours	ARTS B101-102 6 hours				
SOPHOMORES		ELECTIVES			
EFFECTIVE SPEECH 4 hours	MODERN SOCIETY 6 hours	ARTS B1-2 6 hours	PHYS- ICAL EDU- CA- TION 2 hours		
FRESHMEN		ELECTIVES			
ENGLISH COMPO- SITION 4 hours	HISTORY OF WESTERN CIVILIZATION 8 hours	HUMAN DEVELOPMENT AND BEHAVIOR 6 hours	NATURAL SCIENCE 7 hours	PHYS- ICAL EDU- CA- TION 2 hours	ELECTIVES

The titles of all courses in the Basic Curriculum are given above. All students take these unless exempted by examination. Elective courses are chosen by the student in terms of her individual interests, aspirations and capacities.

Description of Courses

BASIC CURRICULUM

AREA I

HUMAN DEVELOPMENT AND BEHAVIOR

B1-2. The origin, maturation, and optimal development of the bodily structures and functions which underlie human health and behavior. The exploration of basic psychological principles and patterns of development from birth through old age. The objective is to enable the student to understand herself and other people, and to meet effectively the typical problems involved in her physical, social, emotional and intellectual development. Three credits each semester. Mrs. Martin and Miss Vincent.

AREA II

NATURAL SCIENCES

B1. ASTRONOMY. Interpretation of the evidence concerning our planet, the solar system and the star galaxies. Three recitations and a two-hour laboratory period per week. Four credits. Mr. Beardsley.

B1. BIOLOGY. A study of the important principles of the knowledge of living organisms—their plan and structure, their functions, relationships and adaptation to their living and non-living environment. Three recitations and a two-hour laboratory per week. Four credits. Mrs. Martin and Miss Barish.

B1. CHEMISTRY. Observations, hypothesis, theories and laws dealing with the development of modern chemistry. Three recitations and a two-hour laboratory per week. Four credits. Mr. Wallace and Mrs. Heil.

B1. PHYSICS. A study of elementary theory and application of mechanics, heat and sound. Three recitations and a two-hour laboratory per week. Four credits. Mr. Markle.

B2. THE HISTORY AND PHILOSOPHY OF SCIENCE. Lectures and discussion on the historical development of the natural sciences. The interrelationships of the social and economic aspects of science with special emphasis on its changing philosophy. Three credits. Science Faculty.

AREA III

SOCIAL RELATIONSHIPS

B1-2. HISTORY OF WESTERN CIVILIZATION. A cultural history including the most essential factors in the rise of western civilization, its Judaic-Christian and Graeco-Roman origins, the mediaeval synthesis, the development of modern European civilizations and its expansion to the present day. It includes significant developments in the Americas as they form part of the continuous evolution of western civilization. Four credits each semester. Mr. Andrews, Mr. Borsody, Miss Dysart and Mrs. Gordon.

B101-102. MODERN SOCIETY. The organization and functioning of modern society. The interrelated and complex characters of the established patterns of social behavior as they occur in folkways, mores, customs and institutions. Social change and institutional resistance. Institutional reorganization and reform. Three credits each semester. Mr. Keete and Mr. Pierce.

B105. WORLD ISSUES. A three-hour course for one semester with the objective of stimulating global thinking and encouraging an understanding of the cultural and political influences on the relations between nations. Three credits. Mr. Liem.

AREA IV

AESTHETIC ACHIEVEMENTS

THE ARTS. A four-semester course, correlating work in the visual arts, drama, prose fiction, poetry, music and the dance. To be taken as a sequence ordinarily in the sophomore-junior years. One lecture and two seminars each week. Three credits each semester. Mr. Cummins, Miss McDaniel, Miss Eldredge, Mrs. Evanson, Mr. LeClair, Mr. Storey, Mr. Taylor, Mr. Wenneker, Mr. Wichmann.

B1. THE ARTS. Form and content in the Arts; the classical tradition—Greece and Rome.

B2. THE ARTS. The romantic temper of revivals of classicism—the medieval period, the Renaissance, the Baroque period, the Age of Reason, and the Nineteenth Century romantic movement.

B101. THE ARTS. The modern scene, realism, impressionism, and symbolism.

B102. THE ARTS. Expressionism, the search for order in the contemporary arts, criticism—social and ethical, and philosophical values in the arts of the past and the present.

A workshop program which involves independent reading of novels and poetry and attendance at recommended concerts, plays, art exhibits, dance recitals, and lectures is correlated with each semester's work. During each semester the student writes eight reports evaluating these experiences. The course also presents each year a dramatic production of literary merit integrating music, dance and visual design in which students enrolled in the course may participate. The annual Arts Production is conceived as part of a four-year cycle recreating for each college generation masterworks from the major periods in the history of drama—fifth century Greece, the Renaissance, the Restoration theatre and the contemporary scene.

AREA V

ORGANIZATION OF EXPERIENCE

B151-152. PHILOSOPHY OF LIFE. A study of philosophical and religious points of view designed to guide the student in the formation of a consistent, comprehensive and workable philosophy of life. Open to seniors and to juniors with special permission. Three credits each semester. Mr. Bugbee.

In addition, the following are required:

FOREIGN LANGUAGE. A moderate reading knowledge of a foreign language is required of all students. See page 14.

B1-2. ENGLISH COMPOSITION. The course is primarily concerned with exposition. Its purpose is to teach students to think clearly and to write correctly. Since the skills which pertain to writing are essential to every course in college, the student is given direct practice with material from other courses, specifically in collaboration with History B1-2. Two credits each semester. Mr. Cummins, Miss Eldredge, Mr. Zetler.

B1-2. EFFECTIVE SPEECH. A general introductory course designed to train the student to achieve a natural, effective manner of speaking. Offered as a correlated course with Modern Society (required in the sophomore year). Two credits each semester. Mrs. Copeland, Mrs. Evan-son, Mrs. Ferguson, and Mr. Wenneker.

B1, B2, B3, B4. PHYSICAL EDUCATION, SPORTS AND DANCE. On the basis of the student's ability, physical condition and past ex-periences, classes are formed to provide for the development of skill and for recreational value in each activity taken throughout the year. One credit each semester. Miss McDaniel and Miss Tanton.

Departments of Instruction

The departments of instruction are arranged in alphabet-ical order. Courses numbered under 100 are open to fresh-men. Generally odd numbered courses are first semester offerings; even numbered courses, second semester offerings.

Courses listed with two numbers—as English B 1-2, His-tory B 1-2—are year courses, and credit is not given for one semester of such courses except with the special permission of the Dean and the instructor.

The college reserves the right to withdraw any course which is not elected by at least six students.

Graduation credits are indicated in terms of semester hours for each course listed in this section.

The letter B preceding a course indicates a course in the basic curriculum.

A tutorial in her major is required of each student except those majoring in elementary education. The elementary edu-cation students must do practice teaching as a fulfillment of the tutorial requirement.

It should be noted that certain courses may not be taken unless a prerequisite course has first been fulfilled. In some instances, prerequisites may be fulfilled by examination.

ART

Students majoring in art will be expected to take Art 1, 2, 3, 4, 5, 6, 101, 102, 111, 115 and 203-204. Courses in art may be taken in any sequence, but it is expected that students majoring in art will complete Art 1 through 6 before going on to advanced work.

1,2. DRAWING. The fundamentals of figure and object drawing. Contour, movement, form and expressive qualities are emphasized. Problems in perspective. Pen and ink, pencil, chalk, crayon, brush and ink, and other media are used. Two credits each semester. Mr. Storey.

3,4. OIL PAINTING. Oil painting from still-life, landscape and the figure. Creative experimentation is encouraged and at the same time the disciplines of pictorial composition are emphasized. Three credits each semester. Mr. LeClair.

5,6. DESIGN. Functional design utilizing modern concepts and techniques. Color theory. Three-dimensional work in clay and construction in plastics, paper and wood. Fabric design. Three credits each semester. Mr. Storey. 1956-57.

101. HISTORY OF ART. Consideration of Ancient, Mediaeval and Renaissance art forms. Illustrated lectures, discussion, reading, visits to art galleries. Prerequisite: the Arts B1-2. Two credits. Mr. Storey. 1955-56.

102. CONTEMPORARY ART. Emphasis on architecture, painting and sculpture of the twentieth century with attention to nineteenth century backgrounds. Illustrated lectures, readings, visits to art galleries. Prerequisite: Arts B1-2. Two credits. Mr. Storey. 1955-56.

111. CLAY MODELLING. A studio course in the fundamentals of clay modelling and the designing of sculpture to be cast or fired as terra cotta. Problems include both work from the model and abstract three-dimensional design. Three credits. Mr. Storey. 1955-56.

112. SCULPTURE. The fundamentals of carving with emphasis upon sculptural design in permanent materials such as stone, wood, lead, and other metals. Three credits. Mr. Storey. 1956-57.

114. **WATERCOLOR.** Creative composition in sketching from still-life, landscape and the model. After basic training in direct watercolor technique, the student is encouraged to develop a personal experimental approach to the medium. Three credits. Mr. LeClair.

115. **COMPOSITION.** Pictorial design taught with emphasis upon the way in which formal discipline is an aid to creative expression. The student is encouraged to formulate an expressive goal, to analyze the principles and techniques that may prove helpful and to proceed toward her objective in a systematic way. The casein medium is used. Prerequisite: Art 3,4. Three credits. Mr. LeClair. 1956-57.

117. **CERAMICS.** Introduction to the art of ceramics. Coil, slab and mold methods of pottery making; glazing and underglaze painting; biscuit and gloss firing; application of designs and textures to pottery. Craftsmanship and imaginative investigation of materials are encouraged. Three credits. Mr. Storey. 1956-57.

121. **COSTUME DESIGN AND ILLUSTRATION.** Sketching from the costumed model. Students may elect to do laboratory problems in the field of costume design for the theatre or in fashion illustration for newspaper and magazine. Three credits. Mr. LeClair. 1955-56.

123. **ADVERTISING ART.** Consideration of layout, lettering and illustration for poster, pamphlet, magazine and newspaper. Problems in connection with student publications, exhibits, and other campus activities are encouraged. Three credits. Mr. Storey. 1956-57.

125, 126. **ADVANCED PROBLEMS IN ART.** Individual instruction in advanced projects. Prerequisite: completion of the Art courses required for a major, and permission of the head of the department. Hours and credits are to be arranged. Each semester. Art Faculty.

203-204. **TUTORIAL** Three credits each semester. Art Faculty.

BIOLOGY

Students majoring in biology will be expected to take Natural Science B1, Biology 2 and twenty-six hours of biology including six hours of tutorial. Another laboratory science, languages and mathematics are highly recommended.

B1. BIOLOGY. See Basic Curriculum, page 46.

7. INVERTEBRATE ZOOLOGY. A study of taxonomy, life cycles and habitats of the invertebrate animals. Prerequisite: Biology B1. Two lectures and four hours of laboratory. Four credits. Miss Barish. 1956-57.

8. COMPARATIVE VERTEBRATE ANATOMY. A comparative study of the various groups of vertebrates with references to evolutionary relationships among them. Prerequisite: Biology B1. Two lectures and four hours of laboratory. Four credits. Mrs. Doult. 1955-56.

10. PLANT SCIENCE. A general study of the plant kingdom of the past and the present. Prerequisite: Biology B1. Two lectures and four hours of laboratory. Four credits. Mrs. Martin. 1956-57.

101. GENERAL BACTERIOLOGY. The study of fundamental characteristics of bacteria and related micro-organisms including taxonomy, distribution and importance to man. Two lectures and four hours of laboratory. Four credits. Miss Barish.

102. GENERAL BACTERIOLOGY. Further study of aerobic and anaerobic bacteria, fungi, viruses and laboratory techniques. Two lectures and four hours of laboratory each week. Four credits. Miss Barish. 1955-56.

107. HISTOLOGY AND MICROTECHNIQUE. The study of animal tissues in the laboratory. Prerequisite: Biology 8. Two lectures and optional four hours of laboratory. Two credits or four credits. Mrs. Martin. 1955-56.

109. HEREDITY. A study of the principles and cytological mechanisms of inheritance in plants and animals. Two lectures and optional four hours of laboratory. Two credits or four credits. Miss Barish. 1956-57.

110. VERTEBRATE EMBRYOLOGY. Biology 8 recommended. Two lectures and four hours of laboratory. Four credits. Mrs. Martin.

112. EDUCATION CONCERNING MARRIAGE. Three discussions each week. Three credits. Mrs. Martin.

114. **PHYSIOLOGY.** A study of the functions of tissues and systems in man. Two lectures and four hours of laboratory. Four credits. Miss Barish. 1955-56.

201-202. **TUTORIAL.** Required of juniors majoring in biology. Library training in preparation for Biology 203-204. One credit each semester. Biology Faculty.

203-204. **TUTORIAL.** Two credits each semester. Biology Faculty.

CHEMISTRY

Candidates for the A.B. degree in chemistry will take Chemistry B1, Chemistry 2, 103, 104, 105, 106, either 107 or 108 or 109-110, 201-202, 203-204.

Candidates for the B.S. degree in chemistry will take five one-year courses in chemistry, plus Chemistry 201-202 and 203-204; physics and mathematics through calculus. They are also required to have a reading knowledge of German.

B1. **CHEMISTRY.** See Basic Curriculum, page 46.

2. **INORGANIC CHEMISTRY.** A detailed study of the metallic and non-metallic elements and their compounds including theory involved. Two lectures, one recitation and one two-hour laboratory per week. Three credits, Mr. Wallace and Mrs. Heil.

103. **QUALITATIVE ANALYSIS.** Theory and laboratory practice involving the separation and identification of anions and cations. Prerequisite: Chemistry 2. Two lectures and six hours of laboratory per week. Four credits. Mr. Markle.

104. **QUANTITATIVE ANALYSIS.** The theory and practice of gravimetric and volumetric analysis including precipitation, acidimetry, alkalimetry and oxidation-reduction determinations. Prerequisite: Chemistry 2. Two lectures and six hours of laboratory. Four credits. Mr. Markle and Mrs. Heil.

105. ORGANIC CHEMISTRY. A study of the preparations, reactions and properties of the classes of aliphatic and aromatic compounds. Laboratory work: preparations and tests of organic compounds. Prerequisite: Chemistry 2. Two lectures, one recitation and six hours of laboratory. Five credits. Mr. Wallace.

106. ORGANIC CHEMISTRY. Extensive comparison and contrast between aliphatic and aromatic compounds. Laboratory work: organic preparations and qualitative analysis of organic compounds and mixtures. Prerequisite: Chemistry 105. Two lectures, one recitation and six hours of laboratory. Five credits. Mr. Wallace.

107. ADVANCED QUANTITATIVE ANALYSIS. Chemistry of foods and food products. Analyses of carbohydrates, fats, proteins, etc., in raw and manufactured products. Prerequisite: Chemistry 104 and 106. One lecture and eight hours of laboratory. Four credits. Mr. Wallace and Mrs. Heil.

108. BIOCHEMISTRY. Study of carbohydrates, fats, proteins, and of animal metabolism including the analysis of body fluids, tissues and catabolic products. Prerequisite: Chemistry 104 and 106. Four credits. Mr. Wallace and Mrs. Heil.

109-110. PHYSICAL CHEMISTRY. Properties of gases, liquids, solids and solutions; thermochemistry; chemical kinetics; electro chemistry and atomic theory. Prerequisite: Chemistry 104 and Physics 2, and calculus. Two lectures, one recitation and six hours of laboratory. Four credits. Mr. Markle.

201-202. TUTORIAL. Required of juniors majoring in chemistry. Chemical library training in preparation for Chemistry 203-204. One credit each semester. Chemistry Faculty.

203-204. TUTORIAL. Two credits each semester. Chemistry Faculty.

DRAMA AND SPEECH

Students majoring in Drama and Speech are expected to take a minimum of twenty-four semester hours in the department plus the tutorial. Effective Speech B 1-2 is not to be considered part of the major.

B1-2. See EFFECTIVE SPEECH B1-2 under Basic Curriculum, page 9.

4. INTRODUCTION TO DRAMA. This course is oriented toward the general student who wishes a cultural background in the literature of drama through emphasis on the nature of the play as a reflection of national culture. Tickets to assigned professional and non-professional plays are furnished to the students and attendance both at the performance and the following discussions is an integral part of the course. Two lectures, two hours of Drama Workshop. Open to first year students. Three credits each semester. Mrs. Ferguson.

6. ACTING. A study and presentation of selected scenes from dramatic literature illustrating the important styles in development from classical to contemporary times. Emphasis on character delineation as it relates to the dynamics of the play. Attention is given to physical movement as it affects individual poise. Two lectures, two hours of Drama Workshop. Open to first year students. Three credits each semester. Mrs. Evanson.

101-102. DIRECTING. A study of various objective expressions of drama. Scenes and one-act plays will be produced. Theater-in-the-round and other modifications of conventional staging will be considered. This course will equip students for participation in college and community drama programs and for a deeper personal understanding of drama. Two hours lecture, two hours Drama Workshop. Three credits each semester. Mr. Wenneker. 1956-57.

103-104. DRAMATIC CRITICISM. A course in the theory, practice and history of criticism as it relates to the literature of the drama. Second semester emphasis is upon contemporary and current drama. Tickets to assigned professional and non-professional productions will be furnished. Three credits each semester. Mrs. Ferguson. 1955-56.

105. INDIVIDUAL COMMUNICATION. A course designed to improve the student's own speech, to help her recognize speech problems and to understand the functional aspects of these problems. Students with minor speech problems receive practical individually directed aid. Three credits. Mrs. Evanson. 1955-56.

106. GROUP COMMUNICATION. An advanced course in community discussion aimed to develop the individual into a participating,

purposeful, responsible member of the group. Targets of opportunity considered as they arise. The technique of amplified telephone interview will be used. Community leaders and students from other colleges to be invited to the campus for discussion participating. Three credits. Mr. Wenneker. 1955-56.

107-108. COMPARATIVE DRAMA. Studies in the development of the drama from the Greek to our time. Through discussion and class presentation significant plays will be considered in relation to the theatrical and social conditions in which they originated and the permanent interests they express. Three credits each semester. Mrs. Ferguson. 1956-57.

203-204. TUTORIAL. Three credits each semester. Drama Faculty.

ECONOMICS

Students majoring in economics take Economics 103, 109, 111, 114, 119-120, and 203-204. Mathematics 10 is recommended. Courses in other fields will be chosen according to the candidate's special interests after consultation with the chairman of the department.

103. INTRODUCTION TO ECONOMICS. A study of the development and characteristics of the modern economic system. An analysis of significant concepts and of the principles influencing production, price determination, consumption and distribution. Three credits. Mr. Pierce.

105. ECONOMICS FOR CONSUMERS. The role of the consumer in modern economic society. Attention is given to the influence of population trends and shifts, distribution of national wealth and income, growth of monopoly, advertising, installment selling, co-operative movement, investments, insurance, and other forces upon consumer behavior. Three credits. Mr. Pierce. 1955-56.

109. MONEY AND BANKING. The growth of the banking system with special attention to the policies and techniques of the Federal Reserve System. A survey of foreign banking systems. Special attention is given to the relation between the policies and operations of the banking system and economic stability. Prerequisite: Economics 103. Three credits. Mr. Pierce. 1956-57.

111. **MANPOWER ECONOMICS.** A study of the labor supply and its relation to the economy. Three credits. Mr. Pierce. 1956-57.

114. **INTERNATIONAL ECONOMICS.** The struggle for raw materials and markets, the use of tariffs and subsidies, the role of foreign exchange control, the influence of commodity and capital movements, and the history of commercial policy. Three credits. Mr. Pierce. 1956-57.

119-120. **HISTORY OF ECONOMIC PHILOSOPHY.** The evolution of economic philosophies, an analysis of leading historical and current philosophies, and a study of their possible effects upon the economic system. Prerequisite: Economics 103. Three credits each semester. Mr. Pierce. 1955-56.

203-204. **TUTORIAL.** Three credits each semester. Mr. Pierce.

EDUCATION

REQUIREMENTS FOR RECOMMENDATIONS FOR STATE CERTIFICATION IN TEACHING

Students are recommended to any state for secondary, elementary or kindergarten-primary school certification when they satisfactorily complete the specific requirements of that state and the requirements for the bachelor's degree at PCW.

In Pennsylvania, the minimum education requirements for the college provisional certificate for secondary school teaching are eighteen semester hours including Education 181-182, 190, 197 and 198. In addition it is necessary to have completed at least eighteen semester hours in each subject in which the student wishes to be certified to teach. United States history with emphasis on the history of Pennsylvania (History 161) is required for all teachers in the public schools of the state. This requirement is in addition to the other requirements.

Students preparing to teach on the elementary level are required to take Education 181-182, 187-188, 189, 191, 192, 195, 196 and Psychology 103. In addition they must take History 161 (American history with special emphasis on Pennsylvania history) and possess or acquire an elementary skill in piano.

Students preparing to teach in the kindergarten-primary level are required to take Education 181-182, 183-184, 185, 191, 193, 194, and Psychology 103. In addition, they must take History 161 (American history with special emphasis on Pennsylvania history) and possess or acquire an elementary skill in piano.

181-182. **THE TEACHING ENTERPRISE.** Orientation and introduction to education is provided through a study of the history and philosophy, principles and administration of education on the kindergarten, elementary and secondary levels. The second semester includes materials in the area of educational psychology, such as the relation of principles of growth and development to the learning process, the psychology of classroom management and control, guidance and evaluation. Particular emphasis is given to guided observation in the public schools. Three credits each semester. Miss Fulton.

183-184. **GENERAL AND SPECIFIC TEACHING METHODS ON THE KINDERGARTEN-PRIMARY LEVEL.** Principles of kindergarten-primary education, curriculum construction, methods and materials including the use of audio-visual aids. It consists of preparation for the teaching of the language arts including reading, writing, speaking and listening, literature, arithmetic, social studies, geography, science, health and play and games. Specialists in various fields are called in as needed. Particular emphasis is given to guided observation in the public schools. Three credits each semester. Mrs. Hill.

185. **GENERAL AND SPECIFIC TEACHING METHODS ON THE KINDERGARTEN-PRIMARY LEVEL.** A continuation of the integrated kindergarten-primary methods sequence described in 183-184. Three credits. Mrs. Hill.

187-188. GENERAL AND SPECIFIC TEACHING METHODS ON THE ELEMENTARY LEVEL. The principles of elementary education, curriculum construction, methods and materials including the use of audio-visual aids. It consists of preparation for the teaching of the language arts including reading, writing, speaking and listening, social studies, literature, arithmetic, geography, science, health, play and games. Particular emphasis is given to guided observation in the public schools. Three credits each semester. Mrs. Hill.

189. GENERAL AND SPECIFIC TEACHING METHODS ON THE ELEMENTARY LEVEL. A continuation of the integrated elementary methods sequence described in 187-188. Three credits. Mrs. Hill.

190. GENERAL AND SPECIFIC TEACHING METHODS ON THE SECONDARY LEVEL. Principles of secondary education, curriculum construction, methods and materials including the use of audio-visual aids. The course provides a well-rounded preparation for student teaching in various fields. Particular emphasis is given to guided observation in the public schools. Three credits. Miss Fulton.

191. MUSIC EDUCATION. Aims and objectives, principles, methods and materials in the teaching of music in the kindergarten and primary grades. Guided observations are made in the public schools. Three credits. Mrs. Hill and Mr. Anderson.

192. ART EDUCATION. Aims and objectives, principles, methods and materials in the teaching of art in the kindergarten and primary levels. Guided observations are made in the public schools. Three credits. Mrs. Hill and Mr. Storey.

193. KINDERGARTEN-PRIMARY OBSERVATION AND STUDENT TEACHING. Planned sequential observations and teaching on the kindergarten-primary level in the public schools under the guidance of an experienced cooperating teacher and the staff of the education department. Frequent conferences and critiques. Nine credits. Mrs. Hill.

194. SEMINAR FOR KINDERGARTEN-PRIMARY TEACHERS. The analysis and discussion of problems of teaching approached historically, philosophically and through practical observation. Three credits. Mrs. Hill.

195. **ELEMENTARY SCHOOL OBSERVATION AND STUDENT TEACHING.** Planned sequential observations and teaching on the elementary level in a public school under the guidance of an experienced cooperating teacher and the staff of the education department. Frequent conferences and critiques. Nine credits. Mrs. Hill.

196. **SEMINAR FOR ELEMENTARY TEACHERS.** The analysis and discussion of problems of teaching approached historically, philosophically and through practical observation. Three credits. Mrs. Hill.

197. **SECONDARY SCHOOL OBSERVATION AND STUDENT TEACHING.** Planned sequential observations and teaching on both the junior and senior high levels in a public school under the guidance of an experienced cooperating teacher and the staff of the education department. Frequent conferences and critiques. Six credits. Miss Fulton.

198. **SEMINAR FOR SECONDARY SCHOOL TEACHERS.** The analysis and discussion of problems of teaching approached historically, philosophically and through practical observation. Three credits. Miss Fulton.

ENGLISH

Students majoring in English are expected to take a minimum of twenty-four hours in the department and the tutorial in English. Freshman composition is not to be considered a part of the major. The minimum requirement includes English 101A, 111A, 121A and one semester of Advanced Writing or Creative Writing, one semester of Shakespeare, and one semester of Major American Writers.

B1-2. **ENGLISH COMPOSITION.** See Basic Curriculum, page 48.

101A. **LITERARY AWAKENINGS, EXPLORATIONS, AND DISCOVERIES.** A study of significant works in both English and Continental writing from the invasion of Britain by Caesar until the death of Shakespeare. The literature, the epic and ballad, Roman works and the writings of Chaucer. The second section deals with Renaissance

materials such as *The Divine Comedy*, Rabelais, the plays of such writers as Marlowe, Jonson, Shakespeare, Beaumont and Fletcher. Three credits. Miss Eldredge.

103. THE EPIC AND BALLAD. The first part of the course will be devoted to a study of the epic as illustrated by the *Odyssey*, the *Iliad*, *Beowulf*, the *Volsung Saga*, the *Nibelungenlied*, the *Song of Roland*, the *Eddas*, and the *Kalevala*. The second section will treat the folk ballad, with particular emphasis on the Childe collection. Three credits. 1956-57.

104. CHAUCER. A study of the major Chaucerian works: *The Canterbury Tales*, *Troilus*, and *Cressida*, *The Parliament of Fowls*, the *Legend of Good Women*, and the *Book of the Duchess*, with emphasis on English culture and the changes brought about in it during the early Renaissance. Three credits. 1956-57.

105, 106. SHAKESPEARE. In the first semester, a study of the major comedies and historical plays, as well as *Venus and Adonis* and *The Rape of Lucrece*. Second semester offers the major tragedies and the sonnets. Three credits each semester. Mr. Zetler and Miss Eldredge.

111A. SPIRIT, REASON, AND ROMANTICISM IN LITERATURE. A study of selected significant works in the development of English literature from the metaphysical poets and Milton through Dryden, Pope, Swift and the Romantic writers. Poetry, prose, and drama of the 17th, 18th, and early 19th centuries will be studied in relation to important social, political and cultural events which they reflect or illustrate or against which they show revolt. Three credits. Mr. Zetler.

113. MILTON AND THE METAPHYSICAL POETS. A study of the lyric and reflective poetry of Donne and his followers, and of the poetry and selected prose of Milton, with emphasis on the interplay of science and religion. Three credits. 1956-57.

115. DEVELOPMENT OF ENGLISH PROSE. 1616-1832. The development of English prose as an artistic medium in essay, play and the novel. Such essayists as Bacon, Sir Thomas Browne, Swift, Addison and Steele, and Johnson will be studied and such novelists as Fielding, Sterne, Smollett, Austen, the Gothic writers and Scott will be examined. Also dramatists Ford, Congreve and Sheridan will be studied. Three credits. 1956-57.

118. THE ROMANTIC WRITERS. A study of the chief writers of the Romantic movement: Blake, Burns, Wordsworth, Coleridge, Keats, Byron and Shelley, with some attention to the prose writers of the period. Three credits. Mr. Zetler. 1955-56.

121A. CONFLICT, IDEALISM, AND DISILLUSIONMENT IN LITERATURE. Representative works dealing with the origin and development of prominent intellectual and esthetic movements in English and American literature, and the social, political and cultural events which they reflect. From 1832 to the present. Four credits. Mr. Cummins.

122. THE VICTORIAN POETS. A study of the major poets from Tennyson, Browning, and the Pre-Raphaelites to the death of Queen Victoria. Reading and critical analysis, with emphasis on poetic form, imagery, symbolism and personality. Three credits. 1956-57.

124. THE NOVEL. 1832-1909. An examination of important English masterpieces in the novel as turning points in the development of the form and as reflections of the age. From Dickens, through the works of such prose artists as the Brontes, Thackeray, Meredith, Eliot, and Hardy. Three credits. Mr. Cummins.

125,126. MAJOR AMERICAN WRITERS. First semester: a study of the major American writers of prose and poetry from Irving and his predecessors through the Transcendentalists to the Civil War. Second semester deals with writers from the Civil War through such writers as Twain, Howells, Crane and James to Hemingway. Three credits each semester. Mrs. Ferguson.

128. TWENTIETH CENTURY LITERATURE. A study of the poetry and prose of England and American; examining such poets as Hardy, Yeats, Stevens, Williams and Thomas. A reading of the English prose writers from the Georgians to the present day, and of such American prose writers as are representative of the post-World War I novelists and critics. Three credits. 1956-57.

131,132. ADVANCED WRITING. Attention is given to phrasing, connotation, denotation, description and narration. Models from modern writing in characterization and description are used. Three credits each semester. Mr. Zetler.

133,134. CREATIVE WRITING. Various types of original composition, primarily the short story. Analysis of conventional and modernistic types of writing. Three credits each semester. Miss Eldredge and Mr. Cummings.

135. WORKSHOP IN JOURNALISM. News and feature writing, newspaper techniques and practice. Three credits. 1956-57.

150. INTRODUCTION TO BIBLIOGRAPHIC METHOD. A study of the sources of bibliographic information and form, with special attention to the compilation of bibliographic lists. Open to juniors only. One credit. 1956-57.

203-204. TUTORIAL. Three credits each semester. English Faculty.

FAMILY LIVING

The college believes that preparing the woman college graduate of today to be an effective homemaker involves knowledge of many fields and not just the mastery of ordinary home science arts. The college, therefore, has provided a program which includes not only three family living courses but also related courses which further the interdepartmental major training. The course provides a fine background for professional work but it is not designed with this intent. The interdepartmental major consists of 24 hours plus tutorial.

1-2. TEXTILES AND CLOTHING. A survey of textile fibers and fabrics; historic and contemporary fashions in their relation to style, design, line, color, selection and construction of family clothing. Three lectures per week during the first semester; two lectures and one three-hour laboratory per week during the second semester. Three credits each semester. Mrs. Greene. 1955-56.

3-4. FOODS AND NUTRITION. The principles of nutrition and food preparation for the family. Two lectures and one three-hour laboratory per week. Three credits each semester. Mrs. Greene. 1956-57.

101-102. HOME MANAGEMENT AND FAMILY LIVING SEMINAR AND PRACTICUM. The students will live in Gateway House throughout the year; during the first semester they study family finances, care and use of equipment, study and selection of home furnishings. The second semester students will be responsible for the complete management of the house and will budget, buy for and prepare two meals for three days each week. Three credits each semester, Mrs. Greene.

103. PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE (Identical with Psychology 103). The course deals with the various approaches to the development of the individual from childhood through adolescence. Emphasis will be placed on the techniques of adjustment at the various age levels. Three credits. Miss Vincent.

105. ECONOMICS FOR CONSUMERS (Identical with Economics 105). The role of the consumer in modern economic society. Attention is given to the influence of population trends and shifts, distribution of national wealth and income, growth of monopoly, advertising, installment selling, co-operative movement, investments, insurance, and other forces upon consumer behavior. Three credits. Mr. Pierce. 1955-56.

111. THE FAMILY (Identical with Sociology 111). The evolution and development of the family as a social group and a social institution with special emphasis upon the role of the family in modern life. The impact of social change upon family functions and family stability. Current problems of family adjustment and family disorganization. Three credits. Mr. Bailey.

112. EDUCATION CONCERNING MARRIAGE (Identical with Biology 112). Three discussions each week. Three credits. Mrs. Martin.

203-204. TUTORIAL. Three credits each semester. Mrs. Greene.

FRENCH LANGUAGE AND LITERATURE

The main objective of the program of this department is the acquisition of a reading knowledge of French and a fundamental introduction to the literature and thought of the French people. Although courses are planned and conducted

with this primary end in view, there is constant emphasis upon the oral and aural approach as the necessary basis for the attainment of a fluent reading knowledge. All courses are conducted mainly in French.

Students majoring in French will be expected to take a minimum of thirty hours, including six hours devoted to the tutorial. Supporting courses in other departments will be selected in conference with the instructor. French 102 is the prerequisite of all advanced courses. Recording equipment is available for a better acquaintance of oral and aural skills.

1-2. THE FRENCH LANGUAGE. The aim of this course is to achieve a reading ability in French of moderate difficulty. The fundamentals of grammar; intensive and extensive reading of French texts dealing with the French people and their culture. Three credits each semester. Mrs. Grünberg.

101-102. SURVEY OF MODERN FRENCH LITERATURE. Review of grammar; intensive and extensive reading of selected works of representative modern French writers. Three credits each semester. Mrs. Kern.

103. CONVERSATION AND COMPOSITION. An advanced course emphasizing correct speech and pronunciation as well as free composition and translation from English texts. Three credits. 1955-56. Mrs. Grünberg.

107-108. LITERATURE OF THE 17th CENTURY. The unfolding of the classical school. Corneille, Racine, Moliere, Descartes, Pascal, etc. Three credits each semester. 1956-57.

110. LITERATURE OF THE 18th CENTURY. Development of French liberal thought and the beginning of the romantic movement. Montesquieu, Voltaire, Rousseau, Chateaubriand. Three credits. Mrs. Kern. 1955-56.

111-112. LITERATURE OF THE 19th CENTURY. Literary and social aspects; poetry, drama, novel and criticism. Romanticism, realism, and the symbolists. Three credits each semester. Mrs. Grünberg. 1955-56.

115-116. LITERATURE OF THE 20th CENTURY. Proust, Gide, Sartre, Claudel, Beckett, and contemporary articles on French culture and literature. Three credits each semester. Mrs. Kern. 1956-57.

203-204. TUTORIAL. Three credits each semester. French Faculty.

GERMAN

The main objective of the program of this department is the acquisition of a reading knowledge of German as a means of access to the various aspects of a foreign civilization and culture. Although courses are planned and conducted with this primary end in view, there is constant emphasis on the oral and aural approach as the necessary basis for the attainment of a fluent reading knowledge. All courses are conducted mainly in German.

Students majoring in German will be expected to take a minimum of thirty hours, including six hours devoted to the tutorial. Supporting courses in other departments will be selected in conference with the instructor. German 102 is the prerequisite of all advanced courses. Recording equipment is available for a better acquaintance of oral and aural skills.

1-2. THE GERMAN LANGUAGE. The aim of this course is to achieve a reading ability in German of moderate difficulty. The fundamentals of grammar; intensive and extensive reading of German texts dealing with the German people and their culture. Three credits each semester. Mr. Davis.

101-102. INTRODUCTION TO MODERN GERMAN LITERATURE. Reading and interpretation of selected works representing the chief trends in German literature of the nineteenth and twentieth centuries. Three credits each semester. Mr. Davis.

S102. SCIENTIFIC GERMAN. Review of grammar, stressing constructions peculiar to scientific literature; building a specialized vocabulary; intensive reading in general science, extensive reading in the student's major field. Three credits. Mr. Davis.

03. CONVERSATION AND COMPOSITION. Practice in speaking and writing correct idiomatic German. Conversation; oral and written reports; translation. Three credits. Mr. Davis. 1956-57.

05-106. THE CLASSICAL PERIOD OF GERMAN LITERATURE. An introduction to the historical and cultural background of the classical period. Reading of representative works of Lessing, Schiller and Goethe. Three credits each semester. Mr. Davis. 1956-57.

03-204. TUTORIAL. Three credits each semester. Mr. Davis.

GREEK LANGUAGE AND LITERATURE

2. ELEMENTARY GREEK. Grammar, composition, Xenophon: selections from the Anabasis or the Memorabilia. Open to all students. Three credits each semester.

4. GREEK AND LATIN LITERATURE IN TRANSLATION. Selected works that express life and thought of times when written and that have influenced literature, philosophy and art of later ages. Open to all students. Three credits each semester.

HISTORY

Students majoring in history are required to take a minimum of four year-courses in the department (including the History of Western Civilization) plus the tutorial. To assure a balanced program for the major at least one two-semester course must be taken in each of the following fields: U.S. History, Ancient and Medieval history, and Modern European History. Those students who are exempted from the History of Western Civilization as a requirement for the basic curriculum substitute another year course in history to complete the major.

Study of a foreign language or languages, as well as appropriate supporting courses in political science, economics, literature and philosophy, are strongly recommended.

B1-2. HISTORY OF WESTERN CIVILIZATION. See Basic Curriculum, page 47.

101. HISTORY OF THE ANCIENT ORIENT AND THE GREEK STATES. . Origins of civilization in the Ancient Orient, followed by a survey of political, economic and cultural developments among the Greeks. Three credits. Miss Dysart. 1955-56.

102. HISTORY OF ROME TO 476 A.D. The rise and decline of Rome as a world power, economic and social problems, and cultural developments in the Roman state. Three credits. Miss Dysart. 1955-56.

111. HISTORY OF THE EARLIER MIDDLE AGES, FIFTH THROUGH ELEVENTH CENTURIES. Movement of the people and spread of their cultures from the time of the Germanic migrations through the First Crusade; development in political, legal and economic institutions; the Christian Church and its influences; learning, literature and the arts of the period. Three credits each semester. Miss Dysart. 1956-57.

112. HISTORY OF THE LATER MIDDLE AGES, TWELFTH THROUGH FIFTEENTH CENTURIES. Rise of national institutions and international strife; developments in trade and rise of capitalism; conflict between church and state; learning, literature and art of the period. Three credits. Miss Dysart. 1956-57.

113. HISTORY OF EUROPE FROM 1500 to 1713. A survey of developments in Europe from the Age of Reformation to the Peace of Utrecht. The course includes political, religious, economic and social as well as intellectual developments. Three credits. Mr. Borsody. 1956-57.

114. HISTORY OF EUROPE FROM 1713 to 1815. A Survey of the Age of Enlightenment, the rise of Prussia and Russia, the French Revolution and the Napoleonic period. Three credits. Mr. Borsody. 1956-57.

121. HISTORY OF EUROPE FROM 1815 to 1870. The political, social and cultural history of Europe from the Congress of Vienna to 1870. Three credits. Mr. Borsody. 1955-56.

122. HISTORY OF EUROPE FROM 1870 TO THE PRESENT. Political and social reform; cultural, scientific and economic movements; the expansion of Europe; the two World Wars and events following to the present time. Three credits. Mr. Borsody. 1955-56.

131. HISTORY OF EARLY MODERN ENGLAND. The political, social, intellectual and economic history of England during the eighteenth, nineteenth and twentieth centuries, with special attention to the developments of empire and commonwealth. Three credits. 1957-58.

132. HISTORY OF MODERN ENGLAND AND THE COMMONWEALTH. The political, social intellectual and economic history of England during the eighteenth, nineteenth and twentieth centuries with special attention to the developments of empire and commonwealth. Three credits. 1957-58.

151. HISTORY OF CZARIST RUSSIA. The rise and fall of the Kievan state; the emergence of modern Russia and its development to the reforms of Alexander II. Three credits. Mr. Borsody. 1955-56.

152. HISTORY OF SOVIET RUSSIA. The crisis of Czarist Russia, the Communist revolution of 1917, internal developments and foreign relations of the Soviet regime to the present time. Three credits. Mr. Borsody. 1955-56.

161. HISTORY OF THE UNITED STATES TO 1865. A general survey of United States history from colonial times through the Civil War emphasizing political and economic factors as well as the history of Pennsylvania. Three credits. Mr. Andrews.

162. HISTORY OF THE UNITED STATES SINCE 1865. A general survey of the United States from the Civil War to the present, emphasizing political and economic factors and giving some attention to the history of Pennsylvania. Three credits. Mr. Andrews.

163. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES TO 1865. A study of American life during the colonial and early national periods with emphasis on the interchanges of American and European ideas and developments in religion, science and the arts. Three credits. Mr. Andrews. 1956-57.

164. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES SINCE 1865. A survey of the changing American scene since 1865 giving special attention to regional patterns of American culture, urbanization and its social effects, science and religion, philosophy and the arts. Three credits. Mr. Andrews. 1956-57.

202. JUNIOR TUTORIAL. Historiography, historical bibliography, and historical methods as background and preliminary training for the work of the Senior Tutorial. Two credits. History Faculty.

203-204. TUTORIAL. Two credits each semester. History Faculty.

LATIN LANGUAGE AND LITERATURE

For the present, no courses in Latin beyond 1-2 will be offered unless a sufficient number of students desire them.

1-2. CICERO, OVID, LIVY, HORACE. Cicero: selections from the letters, *De Amicitia*, or *De Senectute*; or Ovid: *Metamorphoses*. Livy: selections from books I, XXI. Horace: *Odes* and *Epodes*. Open to students who present three or four units of Latin. Three credits.

MATHEMATICS

Students majoring in mathematics will be expected to take the following courses: Mathematics 5, 6, 101-102, 103, 104, 105, 106 and the Tutorial.

5. COLLEGE ALGEBRA AND TRIGONOMETRY. A unified course in the essential of the two subjects. Prerequisite: one and one-half years of high school algebra. Three credits. Miss Calkins.

6. ANALYTICAL GEOMETRY. Prerequisite Mathematics 5. Three credits. Miss Calkins.

10. ELEMENTARY STATISTICS. (Identical with Psychology 105). Three credits. Mr. Foltin.

Description of Courses

12. MATHEMATICS OF INVESTMENTS. The application of algebra to important concepts in the field of investments. Prerequisite: one and one-half years of high school algebra. Three credits. Miss Calkins. 1956-57.

101-102. DIFFERENTIAL AND INTEGRAL CALCULUS. Prerequisite: Mathematics 6. Three credits each semester. Miss Calkins.

103. ADVANCED DIFFERENTIAL AND INTEGRAL CALCULUS. Prerequisite: Mathematics 101-102. Three credits. Miss Calkins. 1955-56.

104. DIFFERENTIAL EQUATIONS. Prerequisite: Mathematics 103. Three credits. Miss Calkins. 1956-57.

105. THEORY OF EQUATIONS AND DETERMINANTS. Prerequisite: Mathematics 5. Three credits. Miss Calkins. 1955-56.

106. FUNDAMENTAL CONCEPTS OF MATHEMATICS. Logic and its application to the fundamental concepts of algebra and geometry. Three credits. Miss Calkins. 1955-56.

203-204. TUTORIAL. Three credits each semester. Miss Calkins.

MUSIC

MINIMUM REQUIREMENTS FOR MUSIC MAJORS

VOICE	PIANO, ORGAN, ORCHESTRAL INSTRUMENTS	THEORY OF MUSIC AND COMPOSITION
14 hours vocal instruction	16 hours of applied music	Minimum of 8 hours of applied music
2 hours piano	18 hours language of music	24 hours of language of music
18 hours language of music	6 hours history of music	6 hours history of music
6 hours history of music		
2 years membership in chapel choir or college chorus		

Applied music involves a minimum of one hour instruction per week. In addition to the above, all music majors fulfill the tutorial requirements.

For non-music majors a maximum of eight semester hours credit in applied music will be granted upon successful completion of the arts B1-2 and B101-102.

Applied Music Fees are listed on page 98.

THE LANGUAGE OF MUSIC

This sequence of courses is planned to give students musical comprehension and enjoyment based on the hearing and discussion of the evolution of the art.

The practices and procedures of music will be heard and discussed as an emotional language of melody, harmony, counterpoint, form, and orchestration, leading to the experience of hearing music in its own terms.

1-2. MATERIALS OF MUSIC I. A course designed to familiarize the student with elementary materials, techniques and abilities involved in the study and practice of music. Three credits each semester. Mr. Taylor.

101-102. MATERIALS OF MUSIC II. A working knowledge of the essentials of common practice harmony and contrapuntal movement in music. Three credits each semester. Mr. Taylor.

111-112. MATERIALS OF MUSIC III. A study on an advanced level of significant musical expression with emphasis on formal organization through analysis and practice. Three credits each semester. Mr. Taylor.

121-122. MATERIALS OF MUSIC IV. Special work, of advanced nature, on a group or individual basis may be arranged with a member of the department. Hours and credits to be arranged. Music Faculty.

131-132. ADVANCED COMPOSITION AND ORCHESTRATION.

Prerequisite: Materials 121-122 or consent of instructor. Three credits each semester. Mr. Harris and Mr. Taylor.

MUSIC HISTORY AND LITERATURE

3-4. MUSIC LITERATURE. Music's place in the growth of civilization, with stress on both the appreciative and historical aspects of the art; the art of intelligent listening; the development of the chief forms and instruments of musical expression; an introduction to a substantial body of music. Three credits each semester. Mr. Wichmann.

103. PRE-BACH MUSIC. A critical study of the history of music up to the early eighteenth century: the part music played in Greek culture; the music of the early Christian Church; the polyphony of the Middle Ages, culminating in the great achievements of the sixteenth century and the development of instrumental music up to Bach. Three credits. Mr. Wichmann. 1955-56.

104. CONTEMPORARY MUSIC. A study of the more important recent trends, American as well as European, beginning with the late nineteenth century nationalism and the diffusion of Romanticism. Relationship with concurrent political, industrial and social movements, as well as contributions in other fields of art are stressed. Three credits. Mr. Taylor. 1955-56.

113. CHAMBER MUSIC. A survey of the literature for small combinations of instruments; especially the String Quartet written by the major composers, past and present. Three credits. Mr. Wichmann. 1956-57.

114. MUSIC IN THE UNITED STATES. The development of music in the United States from colonial times to the present, showing how native contributions have been incorporated into the transplanted European culture. Three credits. Mr. Taylor. 1956-57.

203-204. TUTORIAL. Three credits each semester. Music Faculty.

APPLIED MUSIC

Credit for applied music is based on an examination at the end of each semester. In order to secure two semester credits in applied music, a student must take one hour (or two half-hour) lessons per week, accompanied by a minimum of six hours practice per week. One semester hour of credit is given for a half-hour lesson plus six hours practice per week. The full amount of credit is given by the instructor only when the student gives clear evidence of having practiced the prescribed number of hours.

17-18. APPLIED MUSIC. (Individual instruction).

PIANO I, II, III, IV. Development of the musical and technical equipment adequate to the intelligent and artistic performance of representative compositions of all periods and styles. Mrs. Harris and Miss Welker.

ORGAN I, II, III, IV. Training for both professional and cultural purposes. Emphasis upon technique, registration, repertoire and the practical aspects of service playing. Mr. Wichmann.

VOICE I, II, III, IV. The technique of singing, interpretation and a knowledge of representative song literature. Mr. Anderson.

VIOLIN I, II, III, IV. Development of a musical and technical equipment necessary to the intelligent and artistic performance of solo, orchestral and chamber music of all schools. Mr. Stolarevsky.

VIOLA I, II, III, IV. Fundamental principles of technique, style and interpretation. Mr. Stolarevsky.

ORCHESTRAL INSTRUMENTS. Arrangements can be made to study any orchestral instrument with artist teachers.

162. OPERA WORKSHOP. Winter Session. One credit. For description see page 136.

172. OPERA WORKSHOP. Summer Session. Three credits. For description see page 136.

ENSEMBLE

All Ensemble courses are open to the general student body as well as to music majors.

5-6. CHORUS. Studies in masterpieces of choral literature for both women's and mixed voices. Two rehearsals a week. $\frac{1}{2}$ credit each semester. Mr. Anderson.

5a-6a. CHAPEL CHOIR. Significant choral experience limited to sacred music. Weekly chapel performances plus two rehearsals a week. $\frac{1}{2}$ credit each semester. Mr. Wichmann.

7-8. STRING ENSEMBLE. A study of the literature for string quartet, strings and piano, and strings and organ. $\frac{1}{2}$ credit each semester. Mr. Stolarevsky.

9-10. SINFONIETTA. A study of the literature for chamber and symphony orchestra. $\frac{1}{2}$ credit each semester. Mr. Stolarevsky.

PHILOSOPHY

Students majoring in philosophy will be expected to take a total of thirty semester hours of courses in Philosophy and Religion including Philosophy of Life, Philosophy 101-102, the tutorial and not less than three, nor more than six hours of courses in Religion.

B151-152. See Basic Curriculum, page 48.

101. HISTORY OF PHILOSOPHY. Ancient and Mediaeval. A study of philosophical thought in the western world to 1600. Three credits. Mr. Bugbee. 1956-57.

102. HISTORY OF PHILOSOPHY. Modern. A study of philosophical thought in the western world since 1600. Three credits. Mr. Bugbee. 1956-57.

Pennsylvania College for Women

103. LOGIC. An introductory study of classical and modern logic with exercise in application and criticism. Three credits. Mr. Bugbee. 1955-56.

104. ETHICS. An examination of various types of ethical theory together with discussions of characteristic modern ethical problems. Three credits. Mr. Bugbee. 1955-56.

106. PHILOSOPHY OF RELIGION. The nature of religious experience and its expression in concepts of man, nature, and God. Three credits. Mr. Bugbee. 1956-57.

203-204. TUTORIAL. Three credits each semester. Mr. Bugbee.

PHYSICAL EDUCATION

All unrestricted physical education students are required to fulfill four semesters of work by the end of the sophomore year. One full credit must be taken in each of the following areas: team sports, individual sports, aquatics, dance. However, if a student possesses a high degree of skill in any area, she may exempt that area and elect a course in another area in which she is less skilled.

Restricted physical education students are required to have a statement and medical record which must be submitted by the student's doctor. These students are placed in classes which seem best to meet their individual needs. In the event that a student is restricted to such an extent that she cannot take any course in the regular physical education program, she must enroll in a two-semester special curriculum course of body mechanics which will be designed to meet the needs of the student.

Specific course offerings for each area are as follows:

1-22. **INDIVIDUAL SPORTS.** Each course is of eight weeks' duration and carries $\frac{1}{2}$ credit. Miss McDaniel and Miss Tanton.

- 11—Archery
- 13—Badminton
- 15—Bowling
- 16—Fencing
- 18—Golf
- 20—Horseback Riding
- 22—Tennis

1-37. **TEAM SPORTS.** Each course is of eight weeks' duration and carries $\frac{1}{2}$ credit. Miss McDaniel and Miss Tanton.

- 31—Basketball
- 33—Hockey
- 35—Softball
- 37—Volleyball

1-49. **DANCE.** Each course is of one semester's duration and carries one credit. Miss McDaniel.

- 41—Folk Dance
- 44—Modern Dance (Beginning)
- 45—Modern Dance (Intermediate)
- 46—Modern Dance (Advanced)
- 47—Social Dance
- 49—Tap Dance

1-55. **AQUATICS.** Each course is of one semester's duration and carries one credit. Miss Tanton.

- 51—Swimming (Beginning)
- 52—Swimming (Intermediate)
- 53—Swimming (Advanced)
- 54—Life Saving (Red Cross Senior)
- 55—Water Safety (Red Cross Instruction)

61. OFFICIATING. May be taken for one credit in place of a team sport. Miss McDaniel.

71. RESTRICTED. One credit each semester. Courses arranged with individual students. Miss Tanton.

Facilities and equipment are provided by the college for recreational purposes in all activities taught in the curriculum except golf and horseback riding. The Athletic Association, of which every student is automatically a member, sponsors inter-collegiate, inter-class, and inter-dormitory tournaments in all sports and aquatics.

PHYSICS

B1. PHYSICS. See Basic Curriculum, page 46.

2. PHYSICS. A study of the elementary theory and application of electricity, magnetism and light. Three recitations and one two-hour laboratory period per week. Prerequisite: Physics B1. Four credits. Mr. Beardsley.

POLITICAL SCIENCE

Students majoring in political science are expected to take a minimum of twenty-four hours in the department, including World Issues and the tutorial.

103. INTRODUCTION TO GOVERNMENT AND POLITICS. A course designed to offer certain basic tools which will enable students to analyze and appreciate the forces and factors which operate behind the political institutions of democratic nations. Three credits. Mr. Liem.

104. AMERICAN GOVERNMENT. A study of American government—national, state and local. Three credits. Mr. Liem.

111. INTERNATIONAL RELATIONS. A course attempting to trace the development and nature of international organizations through the study of the factors, such as historic, current economic, political and ideological problems, which influence the relations among nations. Three credits. Mr. Liem. 1955-56.

112. UNITED STATES FOREIGN POLICY. A study of the factors influencing American foreign policies as well as a study of the technique and development of American diplomacy. Three credits. Mr. Liem. 1955-56.

113. POLITICAL THEORY. Reading and discussion of the ideas of certain masters of political thought, with special emphasis on the writings of Plato, Aristotle, St. Thomas Aquinas, Machiavelli, Locke and Marx. Three credits. 1956-57.

115, 116. PROCESS AND PRACTICE OF POLITICS. A study of political parties and pressure groups—their organization, functioning and impact upon public policy formation—and the legislative process. Special attention to empirical studies of political behavior. Field work in political campaigns in fall semester. Three credits each semester. Mr. Keefe.

125-126. COMPARATIVE GOVERNMENT. A comparative analysis of the rise, organization and functions of the governments of the principal countries of the world. Not open to freshmen. Three credits each semester. Mr. Liem. 1956-57.

131. POLITICAL SCIENCE SEMINAR. This course offers opportunity for relatively independent and intensive investigation in any of the various areas of political science. Special problems, independent reading or investigation to meet individual interests. Three credits. Mr. Keefe.

203-204. TUTORIAL. Three credits each semester. Political Science Faculty.

PSYCHOLOGY

Students majoring in psychology are expected to take a total of twenty-one semester hours in psychology in addition to the course in human development and behavior and the tutorial.

01. GENERAL PSYCHOLOGY. A general introduction to the scientific study and understanding of human behavior. Emphasis will be given to those topics which are not covered in the course, Human Development and Behavior. Three credits. Mr. Foltin.

102. **EXPERIMENTAL PSYCHOLOGY.** An introduction to research techniques utilized in psychology. Experiments in the various areas of general psychology will be performed by the student. May be elected only with permission of the instructor. Three credits. Mr. Foltin.

103. **PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE.** Psychological growth and development from birth to adulthood as it is affected by physical and sociological as well as psychological factors. Special attention is given to the application of principles and facts to practical situations in home, school and community. Three credits. Miss Vincent.

105. **ELEMENTARY STATISTICS.** Prerequisite: one and one-half years of high school algebra or permission from the instructor. Three credits. Mr. Foltin.

106. **APPLIED PSYCHOLOGY.** A course showing the various applications of psychological knowledge to the fields of human endeavor. Three credits. Mr. Foltin. 1956-57.

111. **SOCIAL PSYCHOLOGY.** A study of human behavior and social environment in their mutual interdependence; a guide to better understanding of human relationships. Prerequisite: Psychology 101 or Sociology 103. Three credits. Mr. Foltin. 1956-57.

113. **METHODS OF PERSONALITY ANALYSIS.** Deals with psychological tests and measurements and offers an introduction to projective techniques and the interview. Prerequisite: Psychology 101. May be elected only with permission of the instructor. Three credits. Mr. Foltin. 1955-56.

120. **ABNORMAL PSYCHOLOGY.** A study of the minor and major behavior disorders with special emphasis on the psychological aspects of functional difficulties. Restricted to juniors and seniors. Prerequisite: Psychology 101. May be elected only with permission of the instructor. Three credits. Mr. Foltin. 1955-56.

151. **SYSTEMS OF PSYCHOLOGY.** This seminar deals with the history and contemporary theories of psychology. It includes readings in recently published papers insofar as they show current trends. Prerequisite: Psychology 101 and 102. Three credits. Miss Vincent. 1956-57.

203-204. **TUTORIAL.** Three credits each semester. Psychology Faculty.

RELIGION

1. INTRODUCTION TO THE OLD TESTAMENT. A history of the Hebrew people from Moses to the Maccabees with particular attention to the development of Jewish literature and religion. Two credits. 1956-57. Mr. Parker.
2. INTRODUCTION TO THE NEW TESTAMENT. A study of the early Christian community and the literature and religious thought which it produced. Two credits. Mr. Parker. 1956-57.
3. READINGS IN THE OLD TESTAMENT. A study of the selected classics from the Old Testament, e.g., Jeremiah, Job, the Psalms, Proverbs. Two credits. Mr. Parker. 1955-56.
4. THE LIFE AND TEACHINGS OF JESUS. The mission and message of Jesus as recorded in the four gospels. Two credits. Mr. Parker. 1955-56.
111. RELIGION IN WESTERN CULTURE. Judaism in the Christian Era, and the development of Christian thought and practice. Prerequisite: Religion 1 or 3 plus Religion 2 or 4, or by consent of the instructor. Three credits. Mr. Parker. 1955-56.
113. RELIGIONS OF THE EAST. Hinduism, Buddhism, Taoism, Confucianism, and Islam. Three credits. 1956-57.

SECRETARIAL STUDIES

- 101-102. TYPEWRITING. Instruction given in the technique of operating the typewriter and in the development of speed and accuracy. Arrangement of business letters, tabulations, manuscript, office forms and mimeographing. Courses open to students desiring to prepare for secretarial work using their liberal arts training as a background and also to those desiring a working knowledge of typewriting for personal needs. Meets three times a week. No credit. Miss Rasdorf.
- 105-106. SHORTHAND. An intensive course in the mastery of the principles of Gregg shorthand. Students who register for shorthand must also register for typewriting 101-102 unless they have had this course or its equivalent. Meets three hours a week. Three credits each semester. Miss Rasdorf.

109-110. **STENOGRAPHY WORKSHOP.** A survey course in office methods and procedures, designed to acquaint the student with job opportunities in business and industry for liberal arts graduates with secretarial ability. Typewriting and shorthand skills recommended, but not required. Meets two hours a week. No credit. Miss Rasdorf.

SOCIOLOGY

Students are expected to complete Modern Society before enrolling in Sociology 103, if possible. In addition to Modern Society, 24 hours of sociology are required for a major including Sociology 103, 106, 113 and the tutorial. Students are also required to take Statistics (Mathematics 10) preferably in their junior year in order to handle statistical materials in their tutorial.

Majors are also requested to take Economics 103 and Political Science 103 (or 104) or Psychology 101.

Sociology 103 is a prerequisite for all other courses in Sociology. Courses 103 and 106 are open to sophomores. Other courses open only to juniors and seniors except by permission.

103. **ELEMENTS OF SOCIOLOGY.** Social origins and development; basic characteristics of group life and social organization including the concept of social structure; class, caste, race; community ecological aspects and institutions. Three credits. Mr. Bailey.

106. **SOCIAL DISORGANIZATION.** An application of sociological principles to the problems of personal, family, community and international disorganization. An analysis of the social processes underlying personal conflicts and personal disorganization, divorce, desertion, community conflicts, political corruption, revolution, fascism and war. Field trips and special seminars in social problems selected for study. Three credits. Mr. Bailey.

108. **URBAN COMMUNITY.** The characteristic patterning of the contemporary urban community through the world and especially in the U.S. An attempt to understand its present status and problems will be

Description of Courses

made through an analysis of causative factors of an ecological, cultural, economic and political nature. An analysis of the units of community organization. First hand experience with aspects of urban society will be gained through field trips and through field research. Three credits. Miss Elliott. 1956-57.

111. **THE FAMILY.** The evolution and development of the family as a social group and a social institution with special emphasis upon the role of the family in modern life. The impact of social change upon family functions and family stability. Current problems of family adjustment and family disorganization. Three credits. Mr. Bailey. 1955-56.

113. **CULTURAL ANTHROPOLOGY.** A study of non-literate societies and cultures. The concept of culture, biological and geographical facts, and its evolution. Factors in culture change. Units in social organizations, e.g., status and role, the family, clan, local, group and state. Case analysis of specific cultures. Three credits. Mr. Edwards. 1955-56.

115. **COLLECTIVE BEHAVIOR.** The study of group phenomena as evidenced in formal and non-formal groups. Processes underlying mass behavior in fads, fashions, crowds, mobs, religious revival, political movements, revolutions. Three credits. Miss Elliott. 1956-57.

116. **INDUSTRIAL SOCIOLOGY.** A sociological analysis of historical and contemporary aspects of industrial institutions. Informal and formal organization of labor and management personnel. Work incentives. Reactions to technological innovations. Unemployment in relation to industry. The integration of industrial with other institutions. Three credits. Miss Elliott. 1956-57.

118. **JUVENILE DELINQUENCY.** The nature and extent of juvenile delinquency. Changing legal definitions and modifications in social treatment. An examination of the large body of research data as to the background of delinquents and their subsequent adjustment. Clinical and institutional treatment, and probation work. Preventive projects in delinquency. Field trips. Three credits. Miss Elliott. 1956-57.

119. **RACIAL AND ETHNIC GROUPS.** An analysis of the major problems connected with racial and ethnic groups with emphasis on the United States. This course will examine the cultural characteristics of these groups, their origin and their assimilation, the dynamics of their relations with other groups and their cultural impact on our national life. Three credits. Mr. Bailey. 1955-56.

Pennsylvania College for Women

120. **CRIMINOLOGY.** The evolution of social and legal definitions of crime. Criminal statistics. Multiple factors in criminal conduct. Case studies of offenders. Differential aspects of the crime rate. Evolution of penal methods: arrest, trial, conviction and treatment of offenders. Cultural lag in penal treatment. Field trips to nearby institutions. Three credits. Miss Elliott. 1956-57.

122. **COMMUNITY ORGANIZATION.** A study of the nature, organization and problems of community living. Development of the modern urban community and its patterns of organization. Three credits. Mr. Bailey. 1955-56.

130. **ADVANCED SOCIAL THEORY.** An historical survey of important contributions to social theory with special emphasis upon the relation of modern social research to present day sociological theory. Students will be given opportunity for independent study under faculty supervision and familiarity with source materials will be emphasized. Open to juniors and seniors, but ordinarily this course should be taken in the senior year. Three credits. Miss Elliott. 1956-57.

131-132. **SOCIOLOGY SEMINAR.** Credit to be arranged.

203-204. **TUTORIAL.** Three credits each semester. Sociology Faculty.

SPANISH

The main objective of the program of this department is the acquisition of a reading knowledge of Spanish as a means of access to the various aspects of a foreign civilization and culture. Although courses are planned and conducted with this primary end in view, there is constant emphasis upon the oral and aural approach as the necessary basis for the attainment of a fluent reading knowledge. All courses are conducted mainly in Spanish.

Students majoring in Spanish will be expected to take a minimum of thirty hours, including six hours devoted to the tutorial. Supporting courses in other departments will be se-

lected in conference with the instructor. Spanish 102 or its equivalent is the prerequisite of all advanced courses. Recording equipment is available for a better acquaintance of oral and aural skills.

1-2. THE SPANISH /LANGUAGE. The aim of this course is to achieve reading ability in Spanish of moderate difficulty. The fundamentals of grammar; intensive and extensive reading of texts dealing with the Hispanic people and their culture. Three credits each semester. Miss Redick.

101-102. INTRODUCTION TO MODERN SPANISH LITERATURE. Reading and interpretation of selected works representing the chief trends in Spanish literature of the nineteenth and twentieth centuries. Three credits each semester. Miss Redick.

103. CONVERSATION AND COMPOSITION. Language of daily life emphasized. Reading from Spanish newspapers and magazines. Free composition, oral reports, letter writing. Three credits. Miss Redick.

104. CONTEMPORARY SPANISH LITERATURE. An introduction to Spanish thought and literature of the twentieth century. Ganimet, Ortega y Gasset, Unamuno, Lorca, Machado, Guillen, etc. Three credits. Miss Redick.

109, 110. THE LITERATURE OF SPANISH AMERICA. Survey of cultural and social aspects; poetry, essays, novel, drama. Three credits each semester. Miss Redick. 1956-57.

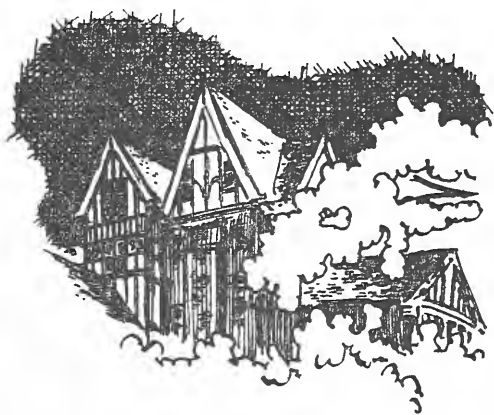
115. SPANISH DRAMA. A survey of Spanish Drama beginning with the classical period. Lope de Vega, Ruiz de Alarcon, Moratin, Gutierrez, Echegaray, Benevente. Three credits. Miss Redick. 1955-56.

116. CERVANTES. His times, life and works. *La Galatea*, *Don Quixote*, *Las Novelas Ejemplares*. Three credits. Miss Redick. 1955-56.

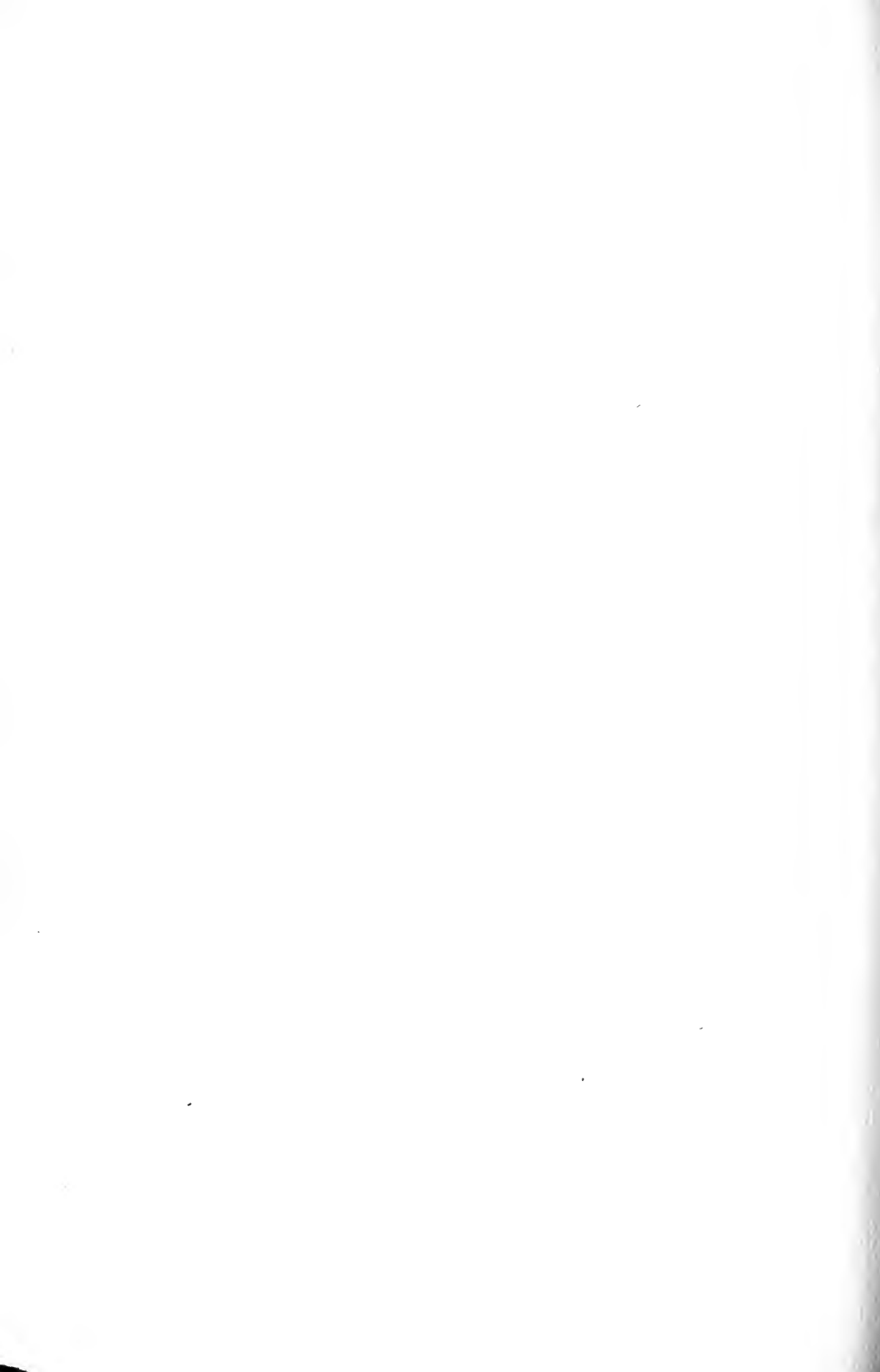
119, 120. INDEPENDENT READING. Independent study of individual authors and of important literary movements. May be elected only with permission of the instructor. Three credits each semester. Miss Redick.

203-204. TUTORIAL. Three credits each semester. Miss Redick.





COLLEGE PROCEDURES



Admission Procedures

REQUIREMENTS FOR ADMISSION AS A FRESHMAN

Pennsylvania College for Women selects from among the candidates for admission those who can successfully carry college work and who are particularly fitted for the PCW program of learning. The college wants students geographically well distributed, representing a cross-section of individuals of quite different talents—literary, philosophical, musical, scientific, and artistic.

The factors taken into consideration in the admission of students are quality of preparation, amount of preparation, endorsement of the secondary school principal, demonstration of a well-defined purpose, enthusiasm for learning and capacity for further development.

Ultimately the total fitness of the student for college work will determine the college selection. In order to help establish this fitness, applicants are required to take the Scholastic Aptitude Test of the College Entrance Examination Board. Candidates whose academic performance is considered by the college to be in any sense questionable will be required to take the Scholastic Aptitude Test and the College Board Achievement Tests, or other tests prescribed by the college.

Students who wish to enter college should, in general, take the college preparatory course in secondary school. Emphasis should be placed upon English, history, science, mathematics and foreign languages.

Adequate preparation for college work does not necessarily mean uniformity, either in subjects studied or in the amount of preparation in each subject. A student's special interest should govern to a certain extent the subjects she will

take in secondary school: if she is interested in science, she should take more than one unit of science in secondary school plus two or more years of mathematics; if she is interested in the study of foreign languages, she should take Latin as well as a modern language.

APPLICATION FOR ADMISSION

An applicant for admission to the freshman class should observe the following procedure:

1. Write to the Director of Admissions (Mrs. Nora Harlan), Pennsylvania College for Women, Woodland Road, Pittsburgh 32, Pennsylvania, for an application blank.
2. Complete and return this application blank to the Admissions Office with a ten-dollar application fee and a photograph. This fee is necessary to cover expenses involved in processing the application and is not refundable.
3. A personal interview with all applicants is desired at the college whenever possible. If a student cannot come to the college, an interview may be arranged with the Director or with one of the Assistant Directors of Admissions.

The College will send for the secondary school record, the recommendations of the principal and of faculty members best qualified to judge the applicant's ability. The applicant's credentials will be presented to the Admissions Committee for its decision.

Early application is advisable in order to ensure the prompt completion of all preliminary arrangements. Rooms are assigned according to the date on which the applications are received.

The office of the Director of Admissions is open from 9 a.m. to 5 p.m., Monday through Friday; on Saturday, from 9 a.m. to 12 Noon. Prospective students and their families are cordially invited to visit the college. In order that students may talk with an admissions officer and have the opportunity of seeing the campus with a guide, *visitors are urged to make an appointment in advance with the Director of Admissions.* This is especially necessary if arriving on weekends as the schedule is particularly heavy at that time.

ADMISSION TO ADVANCED STANDING

Students who present credits from other accredited colleges whose courses of study are equivalent to those of Pennsylvania College for Women may be admitted to advanced standing without examination.

Candidates for admission to advanced standing will be given tentative standing which will be made permanent after the satisfactory completion of one year's work.

An applicant for admission to advanced standing should observe the following procedure:

1. File an application on a form to be secured from Pennsylvania College for Women.
2. Send a statement giving the reason for leaving the present college, the reason for choosing Pennsylvania College for Women, and indicating the major subject.
3. Have the college last attended send an official transcript of the work taken there up to the time of making application.
4. Send a marked copy of the catalogue of the college attended and indicate the courses for which credit is desired.

5. At the close of the semester when entrance is desired have the college from which the student is transferring send:
- (a) A final transcript of record
 - (b) A statement of honorable dismissal.

All degree candidates must enroll as a regular student during her senior year at Pennsylvania College for Women.

ADMISSION OF NON-DEGREE STUDENTS

Mature students who are not candidates for degrees may be admitted to classes for which their training and experience have qualified them. Such students may make arrangements for entrance by personal interview with the office of the Dean. They are subject to the same requirements governing courses as other students if they desire credit for the courses taken.

Academic Procedures

GRADES

The letters A,B,C,D,F and E and I are used to designate academic standing. These grades have the following significance: A shows distinguished performance; B indicates superior work; C specifies generally satisfactory work; D indicates that the course requirements and standards have been satisfied only to the minimum level; F means that the performance was too unsatisfactory to fulfill minimum requirements of the course.

The grade of E indicates that a re-examination is to be permitted.

The grade of I is given when circumstances have prevented the student's completing all the work of the course.

Neither the grade of E nor I may be allowed except under extenuating circumstances or without the approval of the Registrar in consultation with the Dean.

The Registrar makes a report of grades to every student at the close of each semester. Duplicates of these reports are sent to the parents or guardians of freshmen and sophomores.

ATTENDANCE AT CLASSES

Every student is expected to attend all scheduled meetings of her classes unless prevented from doing so by illness or other equally good reason. The faculty places upon the students the responsibility for making up work missed through absence.

The Dean sends the faculty notices of student excuses in the following cases: (1) Those who officially represent the college; (2) Those who have a death in the immediate family. The college nurse informs the faculty of illnesses recorded

in the Infirmary. The faculty will place responsibility on students for all other absences.

No absences on the day immediately preceding or immediately following the Thanksgiving, Christmas, Mid-Year, or Spring holidays will be permitted.

FINAL EXAMINATIONS

Course examinations are given at the end of each semester. In case of absence from the examination, unless the reason is illness, a student may not take the examination until the time set for special examinations in the spring or in the fall. She will then be charged a fee of five dollars for each special examination.

REGISTRATION FOR CLASSES

Election of courses desired for the following year is scheduled for the first week of May. Changes may be made during the first two weeks of each semester on recommendation of the faculty adviser in consultation with the Dean. Changes made at any other time necessitate a special petition to the same authorities and the payment of a fee of one dollar.

SUMMER COURSES

Students wishing to receive college credit for summer courses must have in advance the approval of the Dean and the Committee on Academic Standing for both for the courses and the college where such courses are to be taken. No credit will be given for summer courses carrying a grade of D.

TRANSCRIPTS

Graduates and students in good standing who withdraw before graduation are entitled to one complete statement of their college record without charge. A charge of one dollar will be made for every additional transcript.

DISMISSALS

The college reserves the right to dismiss at any time a student who does not maintain the required standard of scholarship or whose continuance in college would be detrimental to her health or to the health of others or whose conduct is not satisfactory. Students of the latter group may be asked to withdraw even though no specific charge may be made against them.

DEFICIENCIES

A student who is deficient in more than six hours of the required number of hours loses class standing at the end of the year and becomes unclassified until the deficiency has been removed. This ruling applies also to deficiencies caused by illness or transfer.

PROBATION

Probationary status is incurred because of unsatisfactory semester or cumulative scholastic average. The college believes that students on probation should realize that their level of achievement is inadequate or in danger of failing to meet college graduation requirements. With proper application of time, energy and abilities, students may improve their academic status. The following stipulation, therefore, has been established to provide a framework within which more time and emphasis may be given to academic work: Students may not take any part in extra-curricular activities during the period of probation.

The Committee on Academic Standing may place a student on academic probation at any time during the year. A student may be removed from probationary status at the discretion of the Committee at the end of a semester.

Financial Procedures

CHARGES AND EXPENSES

Since the college catalogue is prepared a year in advance, it is impossible to foresee all the economic changes which may occur during that period. The college, therefore, reserves the right to alter charges and expenses. The following charges and expenses are for the academic year 1956-57:

FEES

Application for admission \$ 10.00

In cases in which a student is carrying six hours or less, the application fee is \$5.00. The application fee is not refundable (see page 90) and is not credited on any college bill.

NON-RESIDENT STUDENTS

Charges for non-resident students for the year:

Comprehensive Tuition* \$ 800.00

Student Activities Fee, including tax 30.00

\$830.00

*The comprehensive tuition fee includes all the various charges for courses in laboratory sciences, physical education, practice teaching, applied art, stenography, typing, health fees, library fees, use of radio and practice rooms, graduation fees, etc. No additional fees will be charged except for private lessons in music (see departmental fees, page 98), and such penalty charges as the \$5 late registration fee, special examination fees and excess breakage in laboratory courses.

PAYABLE:

Upon acceptance	100.00
On or before opening of the college in September ..	405.00
On or before January 15	325.00
	<hr/>
	\$830.00

Non-degree students will be charged at the rate of \$27.50 for each semester hour scheduled.

RESIDENT STUDENTS

Charges for resident students for the year:

Comprehensive Tuition (see footnote, preceding page)	800.00
Board and Room	900.00
Student Activities Fee, including tax	30.00
	<hr/>
	\$1730.00

PAYABLE:

Upon acceptance	100.00
On or before opening of college in September	905.00
On or before January 15	725.00
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	\$1730.00

The advance payment of \$100.00 for returning non-resident students must be paid by July 1. An advance payment of \$25.00 for returning resident students must be paid by April 15, and an additional \$75.00 by July 1. These advance payments ordinarily are not refundable.

The Student Activities fee has been established by the Student Government Association and entitles each student to a copy of the yearbook, the issues of the student paper, as well as membership in the Student Government Association and Athletic Association, and admission to college plays and concerts.

Damage to or loss of college property will be charged to the student who is responsible.

MUSIC DEPARTMENT FEES

Private instruction in piano, organ, voice, violin, per semester:

One hour lesson per week\$90.00

One half-hour lesson per week 45.00

For lessons in other instruments not specified, arrangements may be made with the chairman of the music department.

PAYMENT OF EXPENSES

Statements of accounts are mailed to the parent or guardian of the student one month before the beginning of each semester. Checks should be made payable to Pennsylvania College for Women and should be addressed to the Bursar.

Payments must be made on or before registration day. No exception will be made without written permission from the Business Manager of the college. Students may not be admitted to final examination until all obligations pertaining to that semester have been met in full.

A student may be graduated, receive honorable dismissal or receive a transcript of her college work, only after all accounts with the college have been settled.

Charges for students entering college the second semester will be one-half the stated rates for the college year. In cases in which a scholarship has been awarded, one-half of the scholarship will be applied each semester.

Textbooks and students' supplies may be purchased in the book store.

PCW BUDGET PLAN

Since some parents prefer to pay tuition and other college fees in equal monthly installments during the year, PCW is happy to offer this convenience through the Peoples First National Bank and Trust Company. This arrangement may be used to take care of the expenses of either or both semesters and includes a charge of 3%. If the plan of equal monthly installments is preferred, the necessary forms will be sent upon receipt of a request by the Bursar of the college. All forms must be returned by September 10.

REFUNDS

Provisions by the college for college maintenance are made on a yearly basis; likewise, all college charges are for the full year. No reduction or refund of tuition will be made on account of absence, withdrawal, illness, suspension, dismissal or for any other reason. Tuition for private lessons in music is not subject to return or reduction.

If a student vacates her room in the dormitory before the end of the semester, no refund will be made. The date of withdrawal is the date on which the Dean is informed in writing of the fact by the parent or guardian.

SCHOLARSHIP REQUIREMENTS

A limited number of scholarships are available to freshmen and upperclassmen who have maintained a high academic standing and who can show evidence that financial aid is necessary.

Students must reapply each year for all scholarships. All applications are reviewed by the Committee on Financial Aid. The criteria used to determine eligibility for assistance are the following:

- financial need
- high academic scholarship
- character
- contribution to the college community

Applications are obtainable from the Registrar at an early date in the second semester.

COMPETITIVE SCHOLARSHIPS FOR FRESHMEN

Scholarships available for entering freshmen are awarded on the basis of examination, secondary school record and personal qualifications of the candidate. The scholarships range in value from \$125 to \$850 per year depending on financial need and academic standing.

Applications for taking the competitive examination should be sent to the Director of Admissions.

SCHOLARSHIPS FOR UPPER CLASSMEN

A number of endowed scholarships and scholarships contributed by individuals and groups are open to outstanding students of the three upper classes. The scholarships are awarded on the above-mentioned criteria. (See name scholarships).

STUDENT SERVICE SCHOLARSHIPS

Service scholarships are available to qualified students from any of the four classes in the college. The size range from \$125 for approximately six hours of work per week to \$400 for approximately seventeen hours of work per week. Service scholarships are awarded in conjunction with academic scholarships. These scholarships are renewed each year if the student maintains good academic grades and is recommended by her supervisor.

NAME SCHOLARSHIPS

The following scholarships are awarded to upperclassmen subject to the approval of the Dean of the College and the Committee on Financial Aid.

THE HELEN E. PELLETREAU SCHOLARSHIP was established by alumnae in honor of Helen E. Pelletreau, President of the College from 1878 to 1894.

THE MARY HAWES NEVIN SCHOLARSHIP fulfills a wish expressed by the late Mary Hawes Nevin, an alumnae of the class of 1896, for a yearly scholarship bearing her name.

THE COLLOQUIUM CLUB SCHOLARSHIPS were established in 1919 by the Colloquium Club of Pittsburgh to promote and maintain the interest of the club in the growth of the college.

THE JANE B. CLARK MEMORIAL SCHOLARSHIP was established in 1924 by alumnae in honor of Jane B. Clark, who was on the faculty of the college from 1906 to 1922.

THE MARY ROBBINS MILLER SCHOLARSHIP was given by alumnae and friends of Mrs. Miller, a trustee of the college from 1901 to 1921.

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THE JANET L. BROWNLEE SCHOLARSHIP was established by the alumnae of Dilworth Hall in honor of Miss Janet L. Brownlee, former principal of Dilworth Hall.

THE FLORENCE KINGSBACHER FRANK SCHOLARSHIP was established by her family in 1940 in memory of Florence Kingsbacher Frank, a graduate of Pennsylvania College for Women in the class of 1913.

THE SOCIETY OF PENNSYLVANIA WOMEN IN NEW YORK provides funds for a scholarship each year.

THE PRESSER FOUNDATION SCHOLARSHIP is awarded by the Foundation annually to the college for a student of good character and satisfactory standing who needs financial help. At least one-third of her course work must be in music.

THE HARDY SCHOLARSHIP was established in 1948 to assist any deserving students with scholarship aid.

THE MARY ACHESON SPENCER SCHOLARSHIP, established in 1950 in honor of Mary Acheson Spencer, member of the class of 1883.

SPECIAL CRITERIA SCHOLARSHIPS

The following scholarships are awarded and available to qualified students in all or designated classes.

THE STUDENT GOVERNMENT ASSOCIATION SERVICE SCHOLARSHIP is awarded each year by the S. G. A. to the student who has maintained a high scholastic rank and who has made a contribution of worth to college life. This scholarship was established as a memorial to the late Cora Helen Coolidge, president of the college from 1906-1917.

THE CORA INGHAM BALDWIN SCHOLARSHIP was established in 1953 by the Alumnae Association and friends of Mrs. Baldwin, class of 1932. This freshman scholarship is re-awarded each year contingent upon the recipient maintaining the necessary qualification.

THE FLORENCE BICKEL SWAN SCHOLARSHIP was begun in 1954 by the Alumnae Association and friends of Mrs. Swan, class of 1912.

THE BUREAU OF REHABILITATION OF THE COMMONWEALTH OF PENNSYLVANIA awards aid to disabled students. The extent of the assistance is dependent upon the severity of physical disability, financial need and academic standing. The college recommends candidates to the Counselor of the Bureau.

THE CAROL A. DAVIS SCHOLARSHIP was established in 1954 in memory of Carol Annette Davis, x'56, by her parents. The award is made to a junior student of high academic standing majoring in biology.

THE PITTSBURGH KINDERGARTEN ASSOCIATION SCHOLARSHIP is awarded each year to a high-ranking member of the senior class majoring in kindergarten education who shows promise in the field of education.

THE PCW CAMPUS CHEST SCHOLARSHIP is an annual award given to a foreign student in expression of the appreciation of the college for her work on the campus and her cooperation in the foreign student program.

THE PITCAIRN-CRABBE SCHOLARSHIPS are annual scholarship awards by the Pitcairn-Crabbe Foundation for two deserving PCW students.

THE WOODS HOLE MARINE BIOLOGICAL LABORATORY SCHOLARSHIP is awarded to a biology major who has done outstanding work. The scholarship covers the annual summer tuition to the Marine Biological Laboratory at Woods Hole, Massachusetts.

THE BUHL FOUNDATION SCHOLARSHIP is given by the Exceptionably Able Youths Committee of the Civic Club of Allegheny County, awardees receiving certificates of merit. The members of the award group who need financial help apply to the Buhl Foundation for scholarships of various amounts, not to exceed the cost of full tuition.

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MINISTER-TEACHER DAUGHTER SCHOLARSHIPS are offered to freshmen applicants who are daughters of teachers or ministers in Allegheny County. In order to qualify for these scholarships of varying amounts the candidate must meet the specific requirements of the college and must enroll as a commuting student.

LOANS

The college maintains loan funds of varying terms and sizes. Loans are awarded to those whom the Committee feels have real need but whose requests for scholarship aid it has been unable to fulfill completely. Only short-term emergency loans are made to freshmen and sophomores. Loans up to \$300 are made with committee approval to juniors and seniors. These loans bear interest at 4% per annum, effective after graduation or permanent withdrawal from college. All loan collection arrangements are made with the college Bursar.

ANNUAL AWARDS

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN AWARD is an annual gift membership to the AAUW of one year duration. The award, given by the Pennsylvania Division of AAUW, is bestowed on an outstanding senior from Pennsylvania.

THE ANNA RANDOLPH DARLINGTON GILLESPIE AWARD was established in 1925. The recipient is a member of the senior class noted for her outstanding contributions and unselfish devotion to the College and to college activities throughout her college course.

THE ANNA DRAVO PARKIN MEMORIAL HISTORY AWARD, first started in 1935, is presented to a member of the senior class for outstanding work in history. This award was founded by Mrs. Anna Dravo Parkin in memory of her granddaughter, Anna Dravo Parkin, x'36, who died while a junior at PCW.

THE PITTSBURGH DRAMA LEAGUE AWARD which was established in 1947 in honor of Vanda E. Kerst is awarded to a student who has done outstanding work in Drama and Speech.

THE MILHOLLAND BIBLE AWARD was established in 1948 in memory of Sara Agnes Milholland and is presented to a student of outstanding merit and achievement in the field of religion.

THE AIKEN ART AWARD is given each year for the most meritorious work in the student art exhibit.

THE PCW ALUMNAE ASSOCIATION AWARD, established in 1951, is presented to a senior with high academic achievement who has shown outstanding interest in and service to the college and the community.

THE CAROL A. DAVIS MEMORIAL AWARD was established by the graduating class of 1956 in honor of Carol A. Davis, a member of their class who died while a student at the college. The award is made to an incoming junior who is of high academic standing and who has contributed to the life of the college.

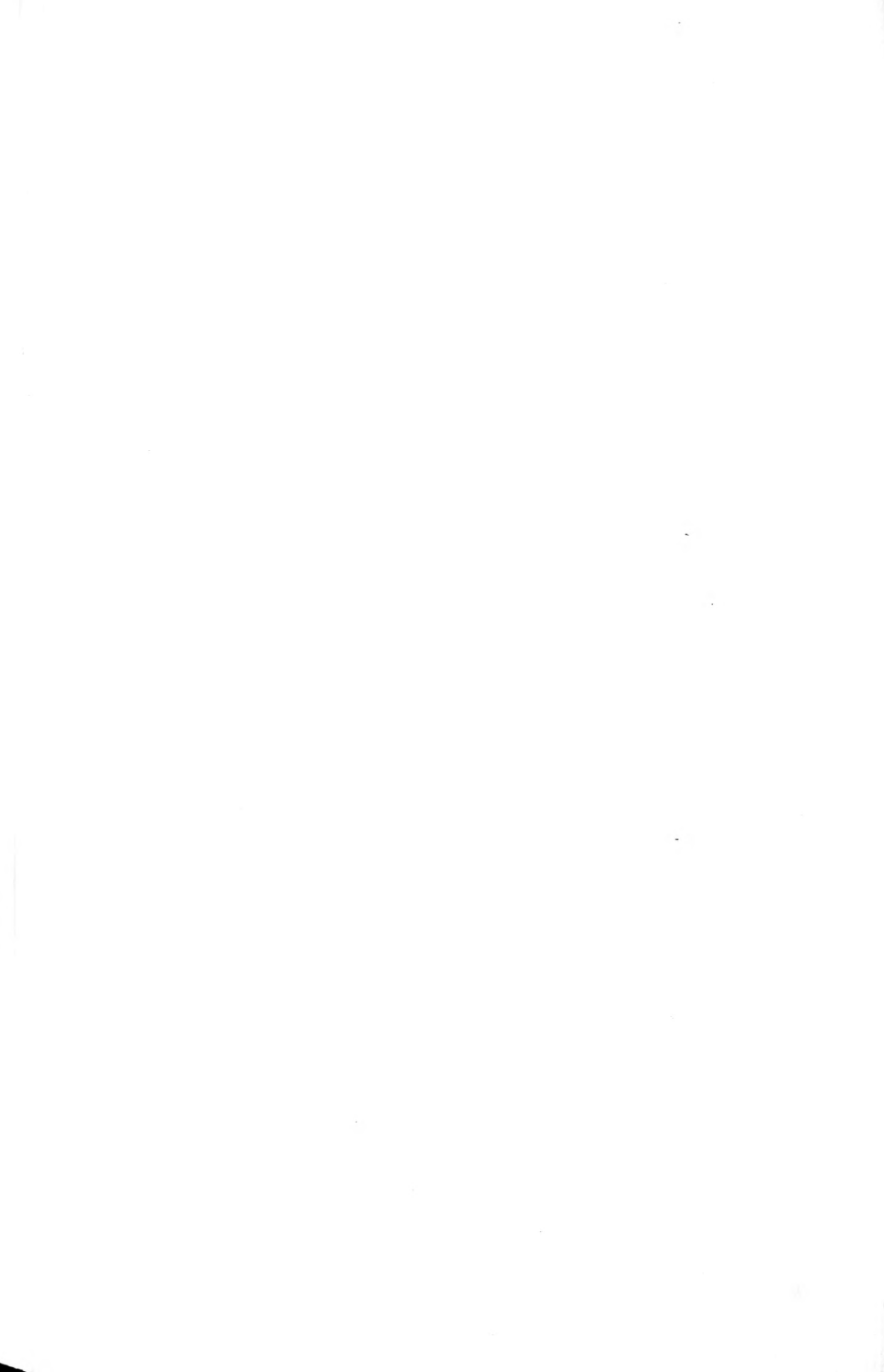
THE MINOR BIRD AWARDS are presented to the contributors of the best prose work and the best poetry work for the current edition of the PCW literary magazine, the Minor Bird.

THE PITTSBURGH FEMALE COLLEGE ASSOCIATION MEMORIAL AWARD was established in 1927 as a memorial to the Pittsburgh Female College Association. The award is made each year to a member of the junior class of outstanding rank who has made a real contribution to college life.

THE WILLIAM J. STRASSBURGER AWARD which was established in 1954 is presented to a student outstanding in the field of music. The recipient is chosen by the PCW Music Department.



THE ORGANIZATION



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BURT E. ASHMAN	Treasurer

MEMBERS

TERM EXPIRES 1956

FREDERICK G. BLACKBURN	RALPH W. HARBISON
MRS. ROBERT D. CAMPBELL	EDWIN HODGE, JR.
MISS MABEL LINDSAY GILLESPIE	HUGH D. MacBAIN

TERM EXPIRES 1957

PAUL R. ANDERSON	MRS. CLIFFORD S. HEINZ
JOHN G. FRAZER, JR.	CHARLES F. LEWIS
A. DOUGLAS HANNAH	MRS. JOHN R. McCUNE
MRS. ALEXANDER MURDOCH	

TERM EXPIRES 1958

MRS. JAMES A. BELL	GEORGE D. LOCKHART
ARTHUR E. BRAUN	MISS EDNA REITZ
RICHARD McL. HILLMAN	ALEXANDER C. ROBINSON

Administration

- PAUL RUSSELL ANDERSON, A.B., Ph.D., LL.D. President
Evelyn F. Wynne, A.B., Secretary
- LUCILE ANNE ALLEN, A.B., A.M., Ed.D. Dean of the College
Barbara D. Bolger, A.B., Secretary
Olive B. Boyce, B.S., Secretary to the Faculty
- BURT E. ASHMAN, Ph.B. Business Manager
- GEORGE F. PARKER, A.B., B.D., A.M. Chaplain
Catherine Montgomery, A.B., Secretary

STUDENT PERSONNEL

- BARBARA MORSE, B.S., A.M. Assistant Dean and
Faculty Counselor, Woodland Hall
- PHYLLIS A. UPHILL, A.B., A.M. Assistant Dean and
Faculty Counselor, Fickes Hall
- ADELLA S. ANDERSON Social Director and
Faculty Counselor, Mellon Hall
- CECILIA RASDORF, A.B., M.Ed. Faculty Counselor, Beatty Hall
- JANIS S. GREENE, B.S., M.Ed. Faculty Counselor, Gateway

EVALUATION SERVICES

- LILY DETCHEN, A.B., A.M., Ph.D. Director of Evaluation Services
Beverly S. Hemingway, A.B., Secretary

REGISTRAR

- PHYLLIS A. UPHILL, A.B., A.M. Assistant Dean and Registrar
Katherine H. Wragg, A.B., Assistant

PUBLIC AND ALUMNAE RELATIONS

- VICKEY COREY Director of Public Relations
- LOUISE L. WILSON, A.B. Assistant Director of Public Relations
- RUTH HUNTER SWISSHELM, A.B. Alumnae Secretary

ADMISSIONS

NORA LEWIS HARLAN, A.B. Director of Admissions
MARGARET DONALDSON, A.B. Alumnae Relations Director
DONNA BARNES, A.B., A.M. Assistant Director of Admissions
CHRISTINE PETERS, A.B. Assistant Director of Admissions
Diane Antila, A.B., A.B., Secretary
Judy Phillips, A.B., Secretary

BUSINESS OPERATIONS

BURT E. ASHMAN, Ph.B. Business Manager
Reba Ruth Fox, Secretary
Anna E. Weigand, Cashier
Elsie Vasilisin, Assistant
HANNA GUNDERMAN, A.B., M.Ed. Bursar
THOMAS MALLOY Superintendent of Maintenance
IRENE NEWLAND, B.S. Director of Dining Halls
JO ANN CLARE, B.S. Assistant Director of Dining Halls
JANIS S. GREENE, B.S., M.Ed. Director of Interior Decoration

LIBRARY

ARTHUR L. DAVIS, A.B., A.M., Ph.D. Librarian
MARY LOUISE PRESSLER, A.B., Litt. M., A.B.L.S. Assistant Librarian
Lane Johnstone, Library Assistant
Martha McDaniels, Clerical Assistant

HEALTH SERVICES

J. WATSON HARMEIER, B.S., M.S., M.D. College Physician
SHIRLEY FLEMING, R.N. Resident Nurse

AUDIO-VISUAL MATERIALS CENTER

MARGARET JEAN FULTON, B.A., M.A., Ed.D. Director of Audio-Visual Materials Center
Vivienne E. Chiccarello, Assistant
Herman M. Freithof, Film Inspector

Faculty

- PAUL RUSSELL ANDERSON *President*
 A.B., Ohio Wesleyan University; Ph.D., Columbia University;
 LL.D., Ohio Wesleyan University; LL.D., University of Pitts-
 burgh.
- LUCILE ANNE ALLEN *Dean of the College*
 A.B., Trinity College; A.M., Southern Methodist University;
 Ed.D., Columbia University; University of Chicago; National
 University of Mexico.
- GEORGE F. PARKER *Chaplain*
 A.B., Boston University; A.M., B.D., Yale University; University
 of Pittsburgh.
- MARY HELEN MARKS, A.B., A.M., L.H.D. *Dean Emeritus*
- CARLL W. DOXEE *Emeritus Professor of English*
- LILLIE B. HELD *Emeritus Associate Professor of Music*
- VANDA E. KERST *Emeritus Professor of Speech*
- EFFIE L. WALKER *Emeritus Assistant Professor of History*
- J. CUTLER ANDREWS (1947) *Professor of History*
 A.B., Ohio Wesleyan University; A.M., Ph.D., Harvard Uni-
 versity.
- WILLIAM L. BAILEY (1955) *Visiting Professor of Sociology*
 A.B., A.M., Queen's University; Cornell University; University
 of Wisconsin, University of Toronto.
- STEPHEN BORSODY (1948) *Professor of History*
 Doctor of Laws and Political Sciences, Charles University,
 Prague; University of Budapest.
- HELEN CALKINS (1930) *Professor of Mathematics*
 A.B., Knox College; A.M., Columbia University; Ph.D., Cor-
 nell University.
- ARTHUR L. DAVIS (1947) *Professor of German*
 A.B., Ohio Wesleyan University; A.M., Ph.D., University of
 Wisconsin; University of Munich; University of Cologne; Uni-
 versity of Michigan.

Dates in parentheses indicate date of appointment

- LABERTA DYSART (1926) *Professor of History*
A.B., University of Nebraska; A.M., Columbia University; University of Michigan.
- MABEL A. ELLIOTT (1947)* *Professor of Sociology*
A.B., A.M., Ph.D., Northwestern University; Bryn Mawr College.
- EDGAR M. FOLTIN (1949) *Professor of Psychology*
J. U. Dr., Dr. habil., University of Innsbruck; University of Munich.
- JOHANNA HARRIS (1951) *Professor of Music and*
Pianist in Residence
Graduate, Canadian Conservatory of Music; graduate, Juillard Graduate School of Music; Student of Ernest Hutcheson, Howard Brockway and Rubin Goldmark.
- ROY HARRIS (1951) *Professor of Music and*
Composer in Residence
Mus. D., Rutgers University; Mus. D., University of Rochester; Student of Arthur Farwell, Arthur Bliss and Nadia Boulanger.
- CHARLES LeCLAIR (1946) *Professor of Art*
A.B., A.M., University of Wisconsin; Columbia University; Academie Ranson.
- PHYLLIS COOK MARTIN (1935) *Professor of Biology*
B.S., M.S., University of Pittsburgh; Ph.D., University of Illinois.
- ELIZABETH LEE VINCENT *Professor of Human Development*
A.B., A.M., University of Colorado; Ph.D., Columbia University.
- EARL K. WALLACE (1925) *Professor of Chemistry*
B.S., The Pennsylvania State University; A.M., Ph.D., Columbia University; Harvard University; University of Pennsylvania.
- RUSSELL G. WICHMANN (1946) *Professor of Music*
Mus. B., Lawrence College; M.S.M., Union Theological Seminary School of Sacred Music; Student of LaVahn Maesch, Clarence Dickinson, Marcel Dupré.

*On leave 1955-56

Pennsylvania College for Women

- ROBERT L. ZETLER (1945) *Professor of English*
A.B., Ph.D., University of Pittsburgh.
- HENRY G. BUGBEE, JR. (1954) *Associate Professor of Philosophy*
A.B., Princeton University; A.M., Ph.D., University of California.
- LILY DETCHEN (1948) *Associate Professor*
A.B., A.M., University of Louisville; Ph.D., University of Chicago.
- FRANCES ELDREDGE (1953) *Associate Professor of English*
A.B., Wellesley College; A.M., Tufts College; Ph.D., University of Chicago; Radcliffe College.
- MILDRED THRONE EVANSON (1945) *Associate Professor of Drama*
A.B., A.M., University of Wisconsin.
- PHYLLIS MARSCHALL FERGUSON (1943) *Associate Professor of Drama*
A.B., Emerson College; A.M., University of Pittsburgh; Yale University.
- MARGARET JEAN FULTON (1953) *Associate Professor of Education*
A.B., Oberlin College; A.M., Ed. D., Syracuse University.
- MARGARET K. HILL (1955) *Associate Professor of Education*
B.S., Concord College; M. Ed., Ph.D., Boston University.
- WILLIAM J. KEEFE (1955) ... *Associate Professor of Political Science*
B.S., Illinois State Normal University; A.M., Wayne University; Ph.D., Northwestern University.
- CHANNING LIEM (1949) *Associate Professor of Political Science*
Union Christian College, Pyong Yang, Korea; B.S., Lafayette College; A.M., Ph.D., Princeton University.
- HELENE WELKER (1929) *Associate Professor of Music*
A.B., Hunter College; graduate, Julliard School of Music; Student of Ernest Hutcheson, Harold Bauer and Lazare Levy.
- JOHN W. CUMMINS (1954) *Assistant Professor of English*
A.B., A.M., Ohio Wesleyan University; University of North Carolina; University of Pennsylvania.

The Organization

- MARGARET T. DOUTT (1955) *Assistant Professor of Biology*
B.S., M.S., University of Pittsburgh; Ph.D., Michigan State University.
- JANIS STEWART GREENE (1947) *Assistant Professor of Family Living*
B.S., Ohio University; M. Ed., University of Pittsburgh.
- EDITH KERN (1954) *Assistant Professor of French*
University of Cologne; A.B., Bridgewater College; A.M., Ph.D., Johns Hopkins University.
- PATTI B. McDANIEL (1951) *Assistant Professor of Physical Education*
A.B., B.S., A.M., Texas State College for Women.
- JAMES S. STOREY (1948) *Assistant Professor of Art*
B.S., B.S. (Art Ed.), M.S., University of Wisconsin; Leland Stanford University.
- CLIFFORD OLIVER TAYLOR, JR. (1951) *Assistant Professor of Music*
B.F.A., Carnegie Institute of Technology; A.M., Harvard University.
- JEROME S. WENNEKER (1946) *Assistant Professor of Drama*
A.B., University of Missouri; M.F.A., Yale University; University of Pittsburgh.
- WILLIAM E. EDWARDS (1955) *Lecturer in Sociology*
Cornell University; A.B., Ph.D., Columbia University.
- MIHAIL STOLAREVSKY (1948) *Lecturer in Music*
B.S., Technical University, Coethen, Germany; A.M., Imperial Conservatory, Kiev, Russia; University of Cincinnati; Student of Carl Flesch and Michael Press.
- ROBERT B. ANDERSON (1951) *Instructor in Music*
B.M.E., University of Nebraska; University of California.
- NATALIE BARISH (1954) *Instructor in Biology*
A.B., Goucher College; A.M., Indiana University; Ph.D., Ohio State University.
- WALLACE R. BEARDSLEY (1955) *Instructor in Astronomy*
B.S., University of Washington; B.S., Ohio State University.

Pennsylvania College for Women

- MARGARET E. COPELAND (1954) *Instructor in Drama*
B.S., California State Teachers College; The Pennsylvania State
University.
- NANCY M. GORDON (1955) *Instructor in History*
A.B., Bryn Mawr; A.M., Ph.D., Yale University.
- IRENE GRUNBERG (1955) *Instructor in French*
A.M., University of Geneva, Switzerland; University of Frank-
furt, Germany.
- SHIRLEY H. HEIL (1955) *Instructor in Chemistry*
B.S., Pennsylvania College for Women; University of Pittsburgh.
- H. CHESTER MARKLE, JR. (1954) *Instructor in Chemistry*
B.S., Franklin and Marshall College; A.M., Ph.D., Carnegie
Institute of Technology.
- ALFRED E. PIERCE (1954) *Instructor in Economics*
Ph.B., Muhlenberg College; A.M., Lehigh University; Syracuse
University.
- MARY LOUISE PRESSLER (1953) *Instructor*
A.B., University of Michigan.
- CECILIA RASDORF (1954) *Instructor in Secretarial Studies*
B.S., Indiana State Teachers College; M. Ed., University of
Pittsburgh.
- PATRICIA C. REDICK (1954) *Instructor in Spanish*
George Washington University; Universidad Nacional de
Mexico; Hunter College; A.B., A.M., University of Pittsburgh.
- PATIENCE TANTON (1953) *Instructor in Physical Education*
B.S., Boston University; University of Pittsburgh.

DIVISIONAL CHAIRMEN 1955-56

Science	Mr. Wallace
Social Relationships	Mr. Keefe
Humanities	Mr. Davis

DEPARTMENTAL CHAIRMEN 1955-56

Art	Mr. LeClair
Biology	Mrs. Martin
Chemistry	Mr. Wallace
Drama	Mrs. Ferguson
Economics	Mr. Pierce
Education	Miss Fulton
English	Mr. Zetler
Family Living	Mrs. Greene
History	Mr. Andrews
Mathematics	Miss Calkins
Modern Languages	Mr. Davis
Music	Mr. Wichmann
Philosophy and Religion	Mr. Bugbee
Physical Education	Miss McDaniel
Political Science	Mr. Keefe
Psychology	Mr. Foltin
Sociology	Mr. Bailey

COURSE CHAIRMEN 1955-56

Arts	Mr. LeClair
English Composition	Mr. Zetler
History of Western Civilization	Mr. Andrews
Human Development and Behavior	Mrs. Martin
Modern Society	Mr. Keefe
Natural Science B2	Miss Barish
Philosophy of Life	Mr. Bugbee
Effective Speech	Mrs. Ferguson
World Culture	Mr. Liem

Standing Committees

1956-57

ACADEMIC STANDING

The Dean, Mr. Cummins, Mr. Davis, Miss Detchen, Mrs. Harlan,
Miss Morse, Miss Rasdorf, Miss Tanton, Miss Uphill, Mr. Wenneker

ADMISSIONS

The Dean, Miss Detchen, Mrs. Ferguson, Miss Fulton, Mrs. Harlan,
Mr. Pierce, Miss Uphill.

ASSEMBLY BOARD

Mr. Cummins, Mr. Pierce, Mr. Wichmann, plus students

COLLEGE COUNCIL

Mr. Wenneker (1957), Miss Welker (1958), Mr. Parker (1959)

CURRICULUM COMMITTEE

The President, The Dean, Mr. Andrews (1956), Miss Eldredge
(1956), Miss McDaniel (1956), Mr. Parker (1956), Mr. Davis
(1957), Mr. Wallace (1957), Mr. Bugbee (1958), Mr. Keefe
(1958), Miss Vincent (1958), plus students

FINANCIAL AID

The Dean, Miss Calkins, Miss Detchen, Mrs. Harlan, Miss Morse,
Mrs. Redick, Miss Uphill

LIBRARY

Mr. Borsody, Mr. Davis, Miss Dysart, Miss Eldredge, Mr. Markle,
Mr. Taylor

PRESIDENT'S ADVISORY

Mr. Andrews, Mr. Foltin, Mr. LeClair, Mr. Liem

PUBLIC OCCASIONS

The Dean, Mr. Anderson, Mr. Ashman, Mrs. Corey, Mrs. Evanson,
Mr. Storey, Mr. Wichmann, plus students

RELIGIOUS LIFE

Miss Fulton, Mr. Liem, Mr. Parker, Miss Vincent, Mr. Wichmann,
plus students

TENURE

Mr. Borsody (1956), Mr. Foltin (1956), Mrs. Martin (1956), Mr.
Andrews (1957), Mr. Davis (1957), Mr. Wallace (1958)

TUTORIAL

The Dean, Mr. Davis, Mr. Foltin, Mr. Keefe, Mrs. Kern, Mr. Wal-
lace, Mr. Zetler.

Alumnae Association

The Alumnae Association of Pennsylvania College for Women, which was organized in 1876, has three main objectives: first, to advance both the educational and material interest of the college by distributing information about its members and by eliciting their organized cooperation in its behalf; second, to revive and renew the association of college days by organizing alumnae clubs in various cities throughout the country and by promoting class reunions on the campus; and third, to promote the PCW Alumnae Fund, which is the annual giving program of the Association.

The business of the Alumnae Association is conducted largely through the Alumnae Office on the campus. This office, which maintains a full-time executive secretary, gathers and publishes information regarding its graduates and former students, keeps an up-to-date file of their addresses, and in various ways, seeks to promote the interests of its members. The organization interests itself in the welfare of the college in a number of ways such as scholarships and publications. Several memorial scholarships are given through the Association each year, and, when the funds exceed the expense budget, the balance is given to the College for additional scholarships. Four publications are sent to alumnae of the college—"The Alumnae Recorder," which contains news of the college and its graduates, is a bi-annual publication; "The Alumnae Register," which is issued at stated intervals, is the alumnae directory; "The Viewbook," a pictorial magazine, is sent in conjunction with the Public Relations Department, as is the "Newsletter," a small paper which supplements the other publications with current college news of interest.

The Alumnae Council, which is composed of officers of the Association, alumnae trustees, chairmen of all committees, a representative from each alumnae class and each alumnae

club as well as a limited number of associate alumnae, meets annually at the College in the spring. The purposes of the Council are to keep alive the loyalty of alumnae and enlist their active interest in and support of their alma mater; to keep in close touch with the administration of the College and communicate to the Alumnae the progress and needs of the college; and to formulate recommendations to be presented at the Annual Alumnae Association meeting in June for the adoption of policies which will promote the best interests and welfare of the Association and the College.

Two meetings of the entire Association are held each year, one in the fall and the Business Meeting and Class Reunions on the Saturday preceding Commencement. The programs are planned to be educational and cultural, as well as social, while the business sessions are planned to give members the opportunity to actively support the forwarding of plans and projects of the College. In communities where PCW Alumnae Clubs are active, meetings are held more frequently and programs of educative and social interest are presented.

Alumnae Representatives have been appointed by the college in a number of areas. These representatives assist the college to better inform prospective students and their parents about the college, to act as good-will emissaries in communities distant from Pittsburgh, and to aid the college in selecting the most desirable applicants from their own localities. Prospective students are encouraged to contact the representative in their area.

OFFICERS

GRACE DAVIS MECHLING	President
BETTY SLOCUM HALDMAN	First Vice President
LILLIAN HUNTER STOECKLEIN	Second Vice President
ELLEN CONNOR KILGORE	Treasurer
MARY F. ANDERSON	Recording Secretary
PEGGY KORB SMITH	Corresponding Secretary
EDNA M. REITZ	Alumnae Trustee
RUTH HUNTER SWISSELM	Executive Secretary

ALUMNAE CLUBS

BUFFALO—Mrs. Roy W. Walters (Ruth Gokey '17), 746 Potomac Ave., Buffalo 9, N. Y.

CLEVELAND—Mrs. Larry Stovicek (Marlene Shettel '51), 18501 Invermere Ave., Cleveland 22, Ohio

GREENSBURG—Mrs. John W. Smith (Corrine Trout '48), 515 Chestnut St., Greensburg, Pa.

PHILADELPHIA—Mrs. C. C. Bradley (Patsy Speers '45), 937 Mason Ave., Drexel Hill, Pa.

CALIFORNIA—Mrs. S. C. Herald (Lillie Lindsay '12), 1330 Ethel St., Glendale, California

WASHINGTON, D. C.—Miss Joanne Shelley '52, 3100 Connecticut Ave., Washington 8, D. C.

Mrs. R. B. Hull (Elizabeth Babcock '31), 3319 Alabama Ave., Alexandria, Virginia

WESTCHESTER COUNTY—Miss Barbara Mason, '47, 2 Alden Place, Bronxville, New York

YOUNGSTOWN, OHIO—Miss Barbara Miller, x'56, 9 Glenmere Place, Youngstown, Ohio

Miss Christine Metro, '52, 51 Overhill Road, Youngstown, Ohio

PITTSBURGH REGIONAL GROUPS

DORMONT-MT. LEBANON—Miss Beth Penson, '39, 105 Inglewood, Pittsburgh 28, Pa.

DOWNTOWN BUSINESS WOMEN—Miss Helen Ryman, '24, 50 Academy Avenue, Pittsburgh 28, Pa.

EAST BOROUGHS—Miss Tomi Jones, '52, 11512 Clematis Blvd., Pittsburgh 35, Pa.

NORTH SUBURBAN—Mrs. C. B. Brenneman (Margaret Iams x'32), Mr. Royal Blvd., Allison Park, Pa.

POINT BREEZE—Miss Elizabeth Shollar '45, 6951 Reynolds St., Pittsburgh 8, Pa.

SHADYSIDE—Miss Martha Kroenert x'14 4383 Schenley Farms Terrace, Pittsburgh 13, Pa.

SOUTH HILLS—Miss Jane Viehman, '40, 2947 Brevard Avenue, Pittsburgh 27, Pa.

ALUMNAE REPRESENTATIVES

1955-56

CALIFORNIA—Mrs. John Alden Randall (Marjorie Chubb, '38), 1370 Chamberlain Road, Pasadena 3, California.

CONNECTICUT—Mrs. A. Henry Moses (Mary Katherine Rodgers, '42), 328 North Steele Road, West Hartford 5, Connecticut.

DISTRICT OF COLUMBIA—Mrs. Harry W. Rankin (Joan Myers, '42), 4347 Fessenden Street, N.W., Washington 16, D. C.

ILLINOIS—Mrs. J. R. Krapfel (Sarabelle Segmiller, '52), 407 North West Avenue, Elmhurst, Illinois.

MARYLAND—Mrs. W. Bruce Douglas (Joy Wilson, '48), 1607 Holland Street, Cumberland, Maryland.

MASSACHUSETTS—Mrs. Risher Dunlevy (Frances Ray, '27), 120 Stedman Street, Brookline, Massachusetts.

NEW JERSEY—Mrs. William W. Augustine (Sally Dougan, '49), Rosedale Road, Route 11, Princeton, New Jersey.

Mrs. Daniel A. Rothermel (Jean Archer, '43), 11 Bolton Place, Fairlawn, New Jersey.

NEW YORK—Mrs. John Stevens Hall (Marion Swannie, '45), 2 Fifth Avenue, New York 11, New York.

Mrs. Benjamin R. Harriman (Mary-Stewart Clements, '36), 85 Danbury Circle, Rochester 18, New York.

Mrs. H. Kaye Kerr (Ruth Fite, '40), 102 Kline Street, Syracuse 3, New York.

Miss Jane D. Linton, '48, Fillmore Gardens, 240 West Post Road, White Plains, New York.

Mrs. Thomas J. McLoughlin (Ruth Ryan, '50), 250 Concord Street, West Hempstead, Long Island, New York.

Mrs. Roy W. Walters (Ruth Gokey, '17), 764 Potomac Avenue, Buffalo 9, New York.

Mrs. Cameron Brown (Katrina Utne, '36), Spring Valley Road, Ossining, New York.

OHIO—Mrs. Duane E. Banks (Josephine Pyle, '28), 1263 Jefferson Avenue, Akron, Ohio.

Mrs. Robert R. Earley (Patricia Kennedy, '51), 6133 Plainfield Road, Cincinnati 13, Ohio.

Mrs. Robert D. Forsyth (Helen Robinson, '45), 5261 Pine Tree Lane, Youngstown, Ohio.

Mrs. James E. Hale (Harriet McCaw, '25), 210 Webster Park Avenue, Columbus 14, Ohio.

Mrs. Bruce C. Harmon (Ruth Arnold, '47), 24112 East Silsby Road, Cleveland 21, Ohio.

Mrs. Arthur Pfalzer, Jr. (Priscilla Ballard, '50), 254 Mayfair Boulevard, Columbus 13, Ohio.

Miss Florence Ray, '39, 3043 West 159th Street, Cleveland 11, Ohio.

PENNSYLVANIA—Mrs. J. T. Aye (Gladys Heimert, '44), 129 Boyd Drive, Sharon, Pennsylvania.

Mrs. John S. Barbour (Ann Estey, '52), 622 George St., Greensburgh, Pennsylvania.

Mrs. Bernard Berman (Martha Yorkin, '46), 355 Wilbert Avenue, Washington, Pennsylvania.

Mrs. Charles C. Bradley (Patsy C. Speers, '45), 937 Mason Avenue, Drexel Hill, Pennsylvania.

Mrs. Neil K. Culbertson (Martha Branch, '37), 7 Brook Street, Warren, Pennsylvania.

Mrs. William S. Emley (Shirley Gordon, '35), RD 3, New Castle, Pennsylvania.

Pennsylvania College for Women

Mrs. Raymond Fels (Peggy McGeary, '49), 241 West 8th Street, Erie, Pennsylvania.

Mrs. Ronald F. Hookway (Doris Snyder, '47), 1944A Chestnut Street, Harrisburg, Pennsylvania.

Mrs. B. Elkins Longwell, Jr. (Elsie McCreery, '31), 334 Gardner Street, Southmont, Johnstown, Pennsylvania.

Mrs. John W. Lutz (Mary Ellen Ostergard, '40), 7 Center Street, Warren, Pennsylvania.

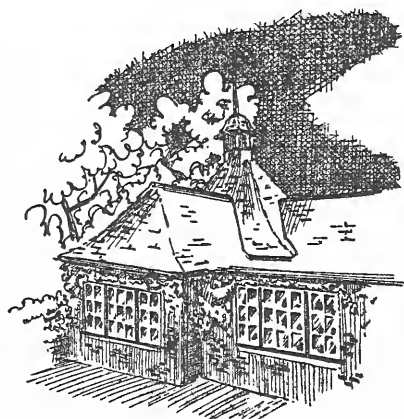
Miss Shirley Myers, '53, Young Women's Christian Association, Reading, Pennsylvania.

Mrs. Joseph D. Purvis, Jr. (Jean Burchinal, '42), 520 North McKean Street, Butler, Pennsylvania.

VIRGINIA—Mrs. Norman P. Reichley (Ruth Berkey, '34), 5806 Little Falls Road, Arlington 7, Virginia.

WEST VIRGINIA—Mrs. Joseph Early (Ruth Ludebuehl, '33), 1408 Peacock Lane, Fairmont, West Virginia.

Mrs. Edward Stoltz, Jr. (Elinor Weibel, '41), Hubbard Lane, Wheeling, West Virginia.



GENERAL COLLEGE INFORMATION

Correspondence Directory

Correspondence regarding the general interests of the College should be addressed to the President of the College.

Inquiries regarding the academic work of students, their withdrawal, scholarships and loan funds should be addressed to the Dean of the College.

Requests for catalogues, inquiries regarding admission to the College and the reservation of rooms in the residence halls should be addressed to the Director of Admissions.

Correspondence relating to business matters should be addressed to the Business Manager.

Payment of college fees should be sent to the Bursar. Checks should be made payable to Pennsylvania College for Women.

Correspondence relating to the publicity of the college should be addressed to the Director of Public Relations.

Requests for transcripts of records should be addressed to the Registrar.

Correspondence relating to the alumnae of the College should be addressed to the Secretary of the Alumnae Association.

Those wishing to get in touch with an Alumnae Representative living near their home should consult pages 122-124.

College Calendar

ACADEMIC YEAR 1955-56

Freshman Orientation begins	Sunday, September 11
Registration for Upperclassmen	Thursday, September 15
Freshman Registration	Friday, September 16
Opening of 85th Academic Year	8:30 a.m., Monday, September 19
Matriculation Exercises	Tuesday, September 20
Thanksgiving Holiday	2:30 p.m., Wednesday, November 23 to 8:30 a.m., Monday, November 28
Christmas Vacation	2:30 p.m., Friday, December 16 to 8:30 a.m., Tuesday, January 3
Study Day	Thursday, January 19
First semester Examinations	Friday, January 20 through Wednesday, January 25
Second Semester begins	8:30 a.m., Monday, January 30
Spring Vacation	2:30 p.m., Wednesday, March 28 to 8:30 a.m., Monday, April 9
Study Day	Wednesday, May 23
Second Semester Examinations	Thursday, May 24 through Friday, June 1 Saturday, June 2
Commencement	Monday, June 4

ACADEMIC YEAR 1956-57

Freshman Orientation begins	Sunday, September 9
Registration for Upperclassmen	Thursday, September 13
Freshman Registration	Friday, September 14
Opening of 86th Academic Year	8:30 a.m., Monday, September 17

General College Information

Matriculation Exercises	Tuesday, September 18
Thanksgiving Holiday	2:30 p.m., Wednesday, November 28 to 8:30 a.m., Monday, December 3
Christmas Vacation	2:30 p.m., Friday, December 21 to 8:30 a.m., Tuesday, January 8
Study Day	Thursday, January 17
First Semester Examinations	Friday, January 18 through Wednesday, January 23
Second Semester begins	8:30 a.m., Monday, January 28
Spring Vacation	2:30 p.m., Friday, April 12 to 8:30 a.m., Wednesday, April 24
Study Day	Wednesday, May 22
Second Semester Examinations	Thursday, May 23 through Friday, May 31 Saturday, June 1
Commencement	Monday, June 3

Services and Auxiliary Activities

EVALUATION SERVICES

The Office of Evaluation Services has proved of inestimatable worth in refining numerous aspects of the curriculum. It is important to state objectives but it is equally important to have the proper instruments by which to measure relative achievement of those objectives. Through the services of this office, the entire college program is bettered.

Important in the PCW program are Exemption Examinations through which the student may establish the right to move on to advanced courses and the General Examination which is designed to help the student integrate her college experience in the senior year.

The Office of Evaluation Services also gathers faculty and student opinion on critical issues, helps to assess qualifications for admissions and for scholarship aid, and diagnoses individual needs and aptitudes.

AUDIO VISUAL MATERIALS CENTER

PCW furnishes sound motion pictures to schools, colleges and organizations throughout the United States. The college has approximately 2000 films which deal with biology, chemistry, English, geography, history, music, vocational guidance and many other subjects. It also has recreational films for use in school assemblies, P.T.A.s, clubs, etc. The films on the campus are available for use in the classrooms and many members of the faculty use them as a regular part of their class instruction.

JUNIOR YEAR ABROAD

Qualified sophomores are permitted to apply for admission to one of the various junior year abroad programs. Applicants must have a superior academic record and must give evidence of strong preparation in the language of the country concerned. Students interested in this type of opportunity should consult the Dean.

SEMESTER IN WASHINGTON

Students with a strong background in political science and proven ability to do independent study are eligible for a semester in residence at American University, Washington, D. C. The Washington semester program is designed to enable superior junior and senior year students to personally meet the nation's political and governmental leaders, to see the scope of lawmaking operations and to study political parties in action. An individual research project is included. Credits earned are recorded as PCW credits.

HEALTH SERVICE

The health of students is a vital concern to the college. An examination by the student's family physician is part of the admissions procedure. Then, at the beginning of the college year, medical and physical examinations are required of all entering students and all other students taking physical education. These examinations are given by the college physician assisted by the college nurse and a member of the physical education department.

The resident nurse has charge of all cases of illness except those of serious or prolonged nature which require the services of a private nurse. When needed, the college physician

is called, unless parents have expressed a preference for their family physician. The college is so situated in Pittsburgh that the best medical attention is always available.

The health service has modern equipment and provides for isolation. Should a student require infirmary care and rest, seven days provision for this care are included in the tuition. A nominal charge is made for medicine if a special prescription is required. If the college physician is called, the student will be charged for his services.

The college has arranged with the Continental Casualty Company for group health and accident insurance. This insurance is reasonable and is strongly recommended by the college.

OPERA WORKSHOP

The Opera Workshop of Pennsylvania College for Women began with a concentrated course in the summer of 1949. Annual summer workshops are now scheduled under noted producers, directors and instructors in the operatic world.

The purpose of the Workshop is to offer talented, mature singers a course dealing with the singing and acting techniques of the lyric theater. The Workshop is open to any man or woman who can demonstrate satisfactory vocal ability and musicianship.

Classes are given in operatic repertory, dramatics and stage techniques, foreign diction, musical ensemble, acting and make-up, dancing and fencing. Also included are classes in opera conducting and coaching (for pianists), choral conducting and stage directing.

Regular operatic productions are planned and students participate in these according to their individual talents. Pub-

lic performances include dramatized scenes from operas of the standard repertoire and entire operas—costumed and staged—performed at end of each season.

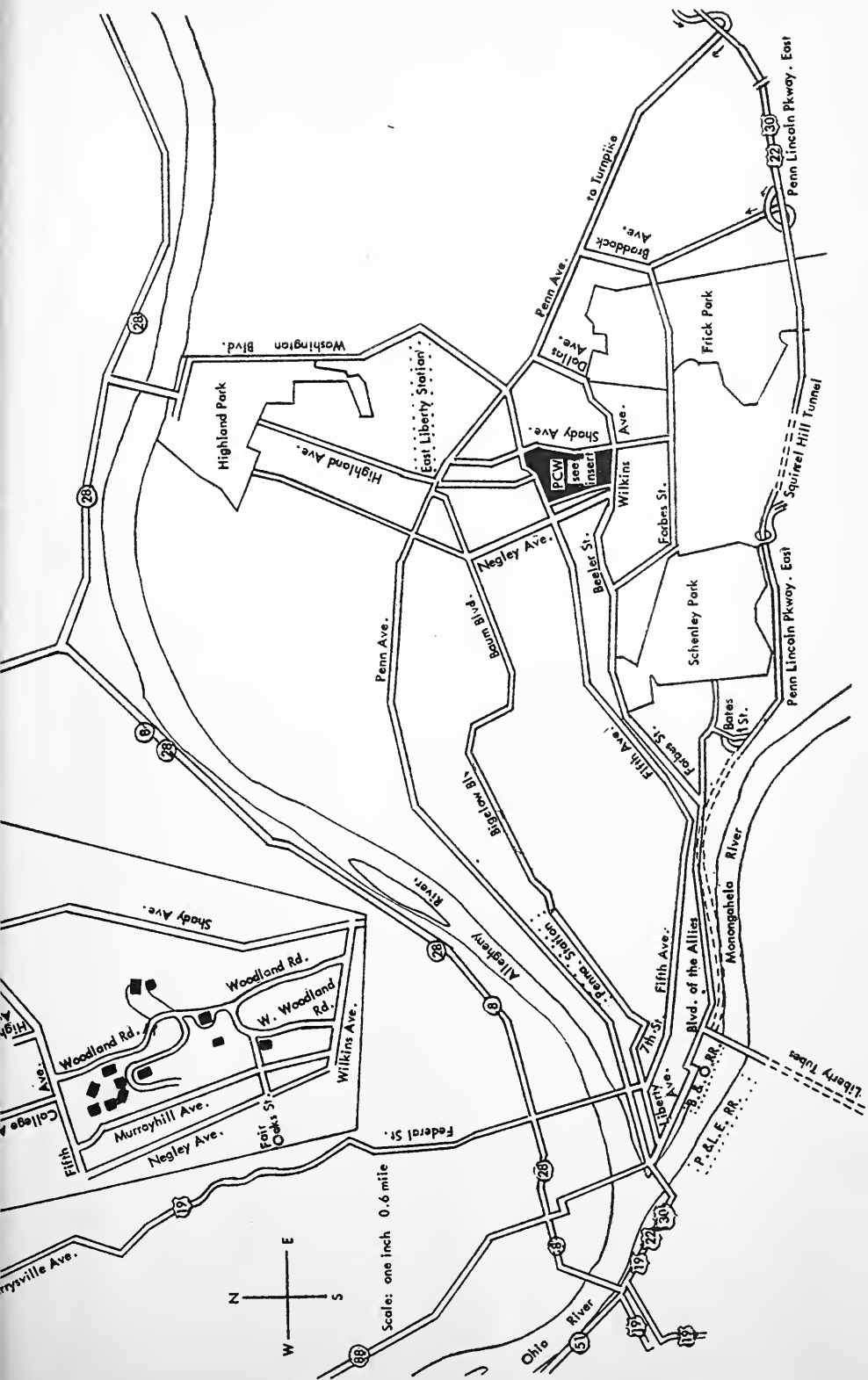
On the faculty are experts in the teaching of opera from Pittsburgh and other parts of the country. For further information, write to Mr. Russell G. Wichmann, Chairman of the PCW Music Department, for an Opera Workshop brochure.

PLACEMENT SERVICE

The college maintains a Placement Service which offers permanent placement services to both current students and to alumnae. The Vocational Counselor works in conjunction with the Director of Placement in placing students in part-time and summer employment.

HOW TO GET TO P.C.W.

The college is within a twenty minute taxicab distance from downtown Pittsburgh and the railway stations, and approximately one hour from the airport. Students arriving by train from the East would do well to leave the train at the East Liberty station, which is near the college. Driving to the college from the East, it is advisable to turn off the Pennsylvania Turnpike at the Pittsburgh interchange and follow Route 22 to the Penn-Lincoln Parkway. Continue on the Parkway to the Braddock Avenue interchange then follow Braddock Avenue to Forbes Street. Turn left on Forbes Street then turn right again off Forbes on to Beechwood Boulevard. Continue on the Boulevard to Fifth Avenue, turn left on to Fifth and the college entrance is approximately three blocks on the left. When driving to the college town from downtown Pittsburgh, the best route is out Bigelow Boulevard, down Baum Boulevard to Negley Avenue. Turn right on Negley and continue to Fifth Avenue. Turn left on Fifth and the college entrance is approximately three blocks on the right.



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